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The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

In this issue

KNOWING HOW TO LIVE

EARL LESLIE GRIGGS

MAY, 1944

VOLUME 4

NUMBER 4

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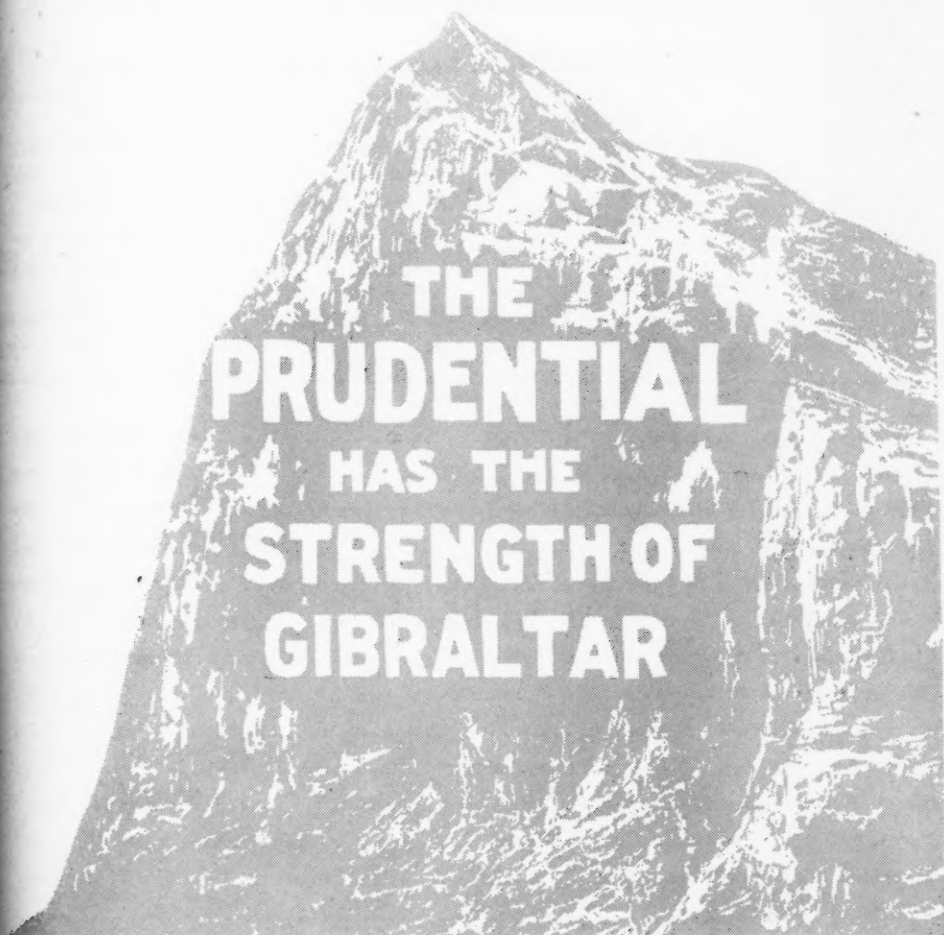
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SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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the Jewels



A WOMAN GIVES A MAN

MORE planes might be named Diamond Lil if pilots and crews knew what this woman knows—that all bombers wear jewels!

This woman is one of a little group of war workers whose job is producing synthetic jewels for electric aircraft instruments. The jewels are tiny bearings for moving parts which must be as accurate, and are almost as small, as the parts of a fine watch. They are made from glass by a secret process at a mass production rate, but each jewel must pass an inspection as exacting as a jeweler's appraisal of a precious stone. These jewels, which women are giving men to fly by, are given in painstaking devotion to precision—

in manufacture, and inspection.

The development of these jewels is an example of the application of General Electric research and engineering to small things, as well as large. Before the war, and before G-E scientists developed a special process for making these jewels synthetically from glass, we used sapphires for these bearings—importing many of them. Think what it would mean, with America's thousands of planes requiring millions of instruments, if we were still dependent upon a foreign source!

Small things perhaps, these jewels a woman gives a man—but in war, as in love, there are no little things. *General Electric Company, Schenectady, N. Y.*

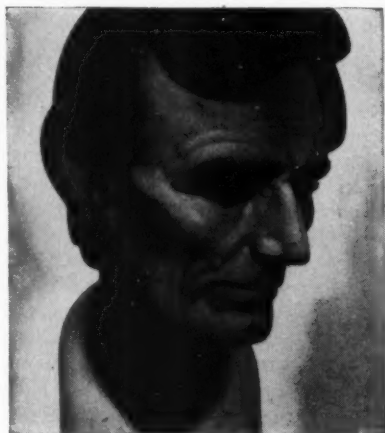


This magnified glass jewel, one of several types, is actually smaller than a pin head. As one of the largest makers of aircraft instruments, and as a supplier of jewels to other instrument makers, General Electric is unofficial jeweler to many American planes.

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KNOWING HOW TO LIVE

EARL LESLIE GRIGGS

Professor of English, University of Pennsylvania

The following article, which warns against technical progress which outstrips our intellectual and spiritual development, stresses the value of a liberal education in teaching how to live to the fullest. After securing his B.A. from the University of Colorado, his M.A. from Columbia University and his Ph.D. from the University of London, the author taught at the Universities of Minnesota, Oregon, Michigan and Pennsylvania. Among Dr. Griggs' publications are "Unpublished Letters of Samuel Taylor Coleridge," "The Best of Coleridge," "Wordsworth and Coleridge," "New Poems of Hartley Coleridge," and "Thomas Clarkson: The Friend of Slaves."

WHEN Charles Darwin in 1859 argued that the survival of the fittest is the basic law of nature, he was merely saying with scientific accuracy what man has always known. Even before the dawn of civilization, the savage tried to learn enough about himself and his natural surroundings to insure his survival, and what he learned he taught to his children. At first the process of learning how to survive was mere instinct and did not set man off from the animal world; gradually, however, instinct no longer sufficed and man learned to think: and when he did so he left below him the whole animal kingdom of which he had been, and continued to be, a part. Once man began to think, mere survival would not satisfy him; he found something deep within him whose demands, if not so overwhelming as physical instinct, persistently claimed his attention. He was learning to distinguish between immediate and future satisfaction, between lower and higher pleasure. If he continued to devour his food with a voracious appetite, he learned a certain tenderness toward his young; if the urgency of his physical desire seemed to rule him, yet an artistic impulse led him to daub his walls with crude attempts at art.

The survival of the fittest, then, will not satisfy man. We must, of course, learn *how* to survive. Huxley was right when he compared life to a game of chess, with man and nature as opponents. Nature forgives no mistakes; and to be checkmated by her is to die. The more we can learn of physical life, of

ourselves and our environment, the better off we shall be. Common sense demands that we master the rules of the game. But we want more than mere survival. To make life tolerable we must have it enriched by beauty, by philosophy, by truth. If, in terms of our animal nature, we must learn how to survive, then, in terms of our spiritual or intellectual being, we must learn how to live.

Material Progress

During the last century and a half we have seen an extraordinary growth in the understanding of nature and in the practical application of scientific knowledge. As a result, our whole way of life has been changed. We live more comfortably, travel more rapidly, work less and play more; and we have been relieved of physical labor, at least to a degree undreamed of a hundred years ago. We have realized, indeed, the prognostication of Macauley, who wrote:

"We too shall, in our turn, be outstripped and in our turn be envied. It may well be, in the twentieth century, that the peasant of Dorsetshire may think himself miserably paid with twenty shillings a week; that the carpenter at Greenwich may receive ten shillings a day; that labouring men may be as little used to dine without meat as they now are to eat rye bread; that sanitary police and medical discoveries may have added several more years to the average length of human life; that numerous comforts and luxuries which are now unknown, or confined to a few, may be within the reach of every diligent and thrifty

working man. And yet it may then be the mode to assert that the increase of wealth and the progress of science have benefited the few at the expense of the many, and to talk of the reign of Queen Victoria as the time when England was truly merry England, when all classes were bound together by brotherly sympathy, when the rich did not grind the faces of the poor, and when the poor did not envy the splendour of the rich."

But how far has this material progress taught us to live better lives? If we have gained a mastery over nature, have we likewise gained a greater mastery over ourselves? Have we become worshippers of progress without asking whither we are tending? I remember once being privileged to hear a lecture by the late John Galsworthy. In the course of his remarks he asked certain questions about the meaning of progress. Mr. Galsworthy spoke of certain achievements in aviation and then added that he could see no advantage in an airplane flight *per se*; after all it merely moves us from one place to another more rapidly than ever before. But moving rapidly is no end in itself. In war alone, Mr. Galsworthy concluded, will the airplane be a real advantage, and he hesitated to look forward to what it might accomplish.

Is Intellectual Progress Keeping Pace?

Perhaps our material progress has surpassed our intellectual, our spiritual progress. Undoubtedly our knowledge of nature and the use we have made of it would astonish our predecessors; but if Aristotle would be speechless as he looked at a modern assembly line, if Hippocrates would be appalled at the efficacy of sulphur drugs or penicillin, perhaps Plato would be less impressed by our cultural advance, Sophocles by our drama, or Phidias by modern art. Let us be honest with ourselves.

For more than four years the world has been plunged in the most destructive war of

all time. Almost every nation on earth has dedicated its whole energy to killing and destruction. Yet war is opposed to the development of culture. Any religion worthy of the name condemns it in principle. It violates every decent instinct in man. Surely something is lacking in our civilization, or we could find some better way to settle differences among nations.

Let me not be misunderstood. Though war is a loathsome thing, which with its sisters, pestilence and famine, should be blotted from the earth, it is now upon us; and we have no choice but to smite our enemies with all the force which they have directed at us. We must win the war in the shortest possible time. No sacrifice is too great. If victory can be hastened by the destruction of European cities, let us destroy them. If victory demands the temporary sacrifice of cultural advantages, of the gains of civilization, let us lay them upon the altar. For the only hope of a better world lies in the defeat of Germany and Japan.

But as we dedicate ourselves to the god of war, it will behoove us to ask about the future. If we do not determine *now* that war shall not come again to lay waste all we hold dear, we are fighting in blind fury, in a spirit merely of revenge. We dare not allow a new group of war lords to emerge within another quarter-century, better armed with weapons a thousand-fold more destructive than those now in use, to scourge the earth again, or those prophecies of H. G. Wells—of civilization utterly destroyed and men and women becoming cave-dwellers anew—will be realized.

A little more than a century ago, Mary Wollstonecraft Shelley wrote a novel called *Frankenstein*. The story is concerned with a man-made monster completely out of the control of his creator. Well, war is a Frankenstein—a monster of horror and death. And is there not a danger, too, that applied science may become another Frankenstein? For when

progress for its own sake, becomes the aim of civilization, then man, like Faust, has sold his soul to the devil.

Values of a Liberal Education

What we need, then, is to find a new interpretation of values, a new assertion of man's spiritual being. We must learn to realize that greater comfort and material welfare are without meaning unless the inner man is likewise developed. We must encourage the art of dispassionate and objective thinking. We must gain self-knowledge and self-discipline. We must recognize our humanity as a privilege. We must use the talents intrusted to us, not in "getting and spending," but in the development of our own potentialities and in service to our fellowmen.

And the way lies, I think, in liberal education. In the Athenian groves Plato taught his disciples how to live; and down to the present, countless others have tried to follow his example. We need our specialists in science, in sociology, in politics, of course; but we need even more, men and women for whom culture represents an ideal, men and women who have learned to think. A liberal education acquaints us with the history of the past, with its failures and successes; it teaches us to know and love the beautiful, the virtuous, and the true; it provides us with perspective and the means of judgment; in short, it lays before us the experience of man that we may take our lives, and in the fullest sense of the term, use them to best advantage. A liberal education is a key with which we can unlock the hidden treasures of the world.

The purposes of a liberal education are manifold. First it teaches us to know, to gain familiarity with the whole range of knowledge. Liberal educators have striven for this ideal by arranging the various college subjects in groups and requiring of every student a minimum number of courses in each group. One liberally educated must know not only history,

philosophy, and literature, which are in a large degree our heritage from the past, but the sciences, the languages, and geography. The individual student cannot, of course, master everything; but the wider his knowledge, the more nearly he approaches the ideal. For it is no exaggeration to say that the state of civilization at any one time represents the extent of the intelligent use of the accumulated experience of mankind.

The second purpose of a liberal education is to teach us to think. This means the mastery of logic, for poor thinking is not thinking at all. Clear, thorough thinking is an end in itself. Likewise thinking is useless unless it is objective. How few of us ever think without prejudice, particularly on fundamental issues! Logic and mathematics train the mind, develop the *habit* of objectivity. They ought to be required of every college student.

The third purpose of a liberal education is to develop the individual. One who has knowledge and the power of objective thinking is a better social being. He possesses self-discipline and self-control. Knowing himself, he knows others. Having perspective and insight, he is at home in any social group. He is never a snob—for snobbery belongs only to the half-educated; and because he understands his fellows, he is just. He fulfills, indeed, Newman's ideal of a gentleman.

"It is almost a definition of a gentleman to say he is one who never inflicts pain. . . . He has his eyes on all his company; he is tender towards the bashful, gentle towards the distant, and merciful towards the absurd; he can recollect to whom he is speaking; he guards against unseasonable allusions, or topics which may irritate; he is seldom prominent in conversation, and never wearisome. He makes light of favours while he does them, and seems to be receiving when he is conferring. He never speaks of himself except when com-

pelled, never defends himself by a mere retort, he has no ears for slander or gossip, is scrupulous in imputing motives to those who interfere with him, and interprets everything for the best. He is never mean or little in his disputes, never takes unfair advantage, never mistakes personalities or sharp sayings for arguments, or insinuates evil which he dare not say out. . . . He has too much good sense to be affronted at insults, he is too well employed to remember injuries, and too indolent to bear malice. He is patient, forbearing, and resigned, on philosophical principles; he submits to pain, because it is inevitable, to bereavement, because it is irreparable, and to death, because it is his destiny. If he engages in controversy of any kind, his disciplined intellect preserves him from the blundering discourtesy of better, though less educated minds; who, like blunt weapons, tear and hack instead of cutting clean, who mistake the point in argument, waste their strength on trifles, misconceive their adversary, and leave the question more involved than they find it. He may be right or wrong in his opinion, but he is too clear-headed to be unjust; he is as simple as he is forcible, and as brief as he is decisive."

A liberal education develops inner satisfaction, self-reliance, and equanimity of mind. It teaches us how to live. If, as the poet Coleridge once said, "We receive but what we give," then a liberal education is the surest way to learn how to give. We get out of life only what we put into it. This is really what Pater means when he says that to gain success in life we must live intensely and with constant awareness—we must "burn always with this hard gem-like flame." Too often beauty and truth pass us by because we are not ready for them. We live in a world of beauty. Nature shines about us in her ever-changing glory. A liberal education helps us to seize upon what is significant as our own.

Importance Now and in Postwar Years

If these things are true, if a liberal education teaches us to know, to think, and to live, it would be folly to abandon it at any time, and especially now when we are at the crossroads. We have in the past somewhat underestimated the value of the liberal arts, but fortunately they did not disappear from our American colleges. We are in desperate need of men and women capable of objective thinking. The problems facing the world today are almost insuperable, and their solution will require the best efforts not only of specialists in various fields but of those with perspective and breadth of vision. We have a corps of liberal intellectuals, who, if we will make use of them and if they themselves will step forward, can help us in the difficult days that are ahead.

And the liberal arts after the war? Once peace is won we shall be in danger of moral and spiritual collapse, as we were after the first World War. The recognition of the value of a liberal education and the determination to keep it alive at all costs will be one means of averting disaster. It must supply to our people an ideal and it must encourage a new and higher sense of values.

We shall have another responsibility, too. When the war is over, thousands of young men will enter our colleges and universities. What shall we offer them? Used to death and destruction, bringing back with them memories of indescribable horror, of pain and suffering, these war veterans must be healed. They must forget the art of war and learn the art of peace. We are, indeed, planning for their physical welfare. They are being given the best medical care the world has ever seen, and Congress and the nation advocate a discharge bonus and are making plans for the re-employment of returning soldiers. Certainly, anything we can do along such lines we are

morally obligated to do. But unseen spiritual wounds are often deeper than physical ones. As we heal and repair the broken bodies of our men, so must we do with their souls.

A liberal education offers one important solution. Let us make it available to all those who ask for it and who are intellectually capable of pursuing it. Let us be ready when they come, these tired, old young men who have saved us from disaster. Plans should be laid now for the extension of educational facilities. We need to take stock of ourselves.

And perhaps the greatest part of our preparedness lies in the recognition of the inestimable advantages, for the individual and for society, of a liberal education. Let us take a stand against those who would reduce education to vocational and professional training. For the best education is not one which enables us to make money, to gain a livelihood, or to win success and honors, but one which enables us to live well-rounded lives in harmony with ourselves, our fellowmen, and our environment.



To introduce the following article and to give our readers a better understanding of the value of electronics, we are presenting a digest of a booklet "The ABC of Electronics at Work," published by Westinghouse and designed to give a clear explanation of the six basic ways, as listed below, in which electronic tubes function to serve man's needs.

1. To rectify current. Current rectification for electroplating operations of all kinds is being handled by electronic equipment. Electronic rectification is helping to build American air power, by making available record-breaking quantities of aluminum for plane construction. The Ignitron Rectifier, a Westinghouse electronic development, makes it possible to clean air so thoroughly that dirt particles down to a quarter millionth of an inch are removed. This is a vital advantage not only in homes and public buildings, but in industrial plants of all kinds. Electronic air cleaning is an aid in military photography. The Precipitron helps make sure that dust doesn't sabotage military photography.

2. To amplify. Westinghouse electronic amplification now helps provide radio and radiotelephone contact between aeroplanes and control stations on the ground.

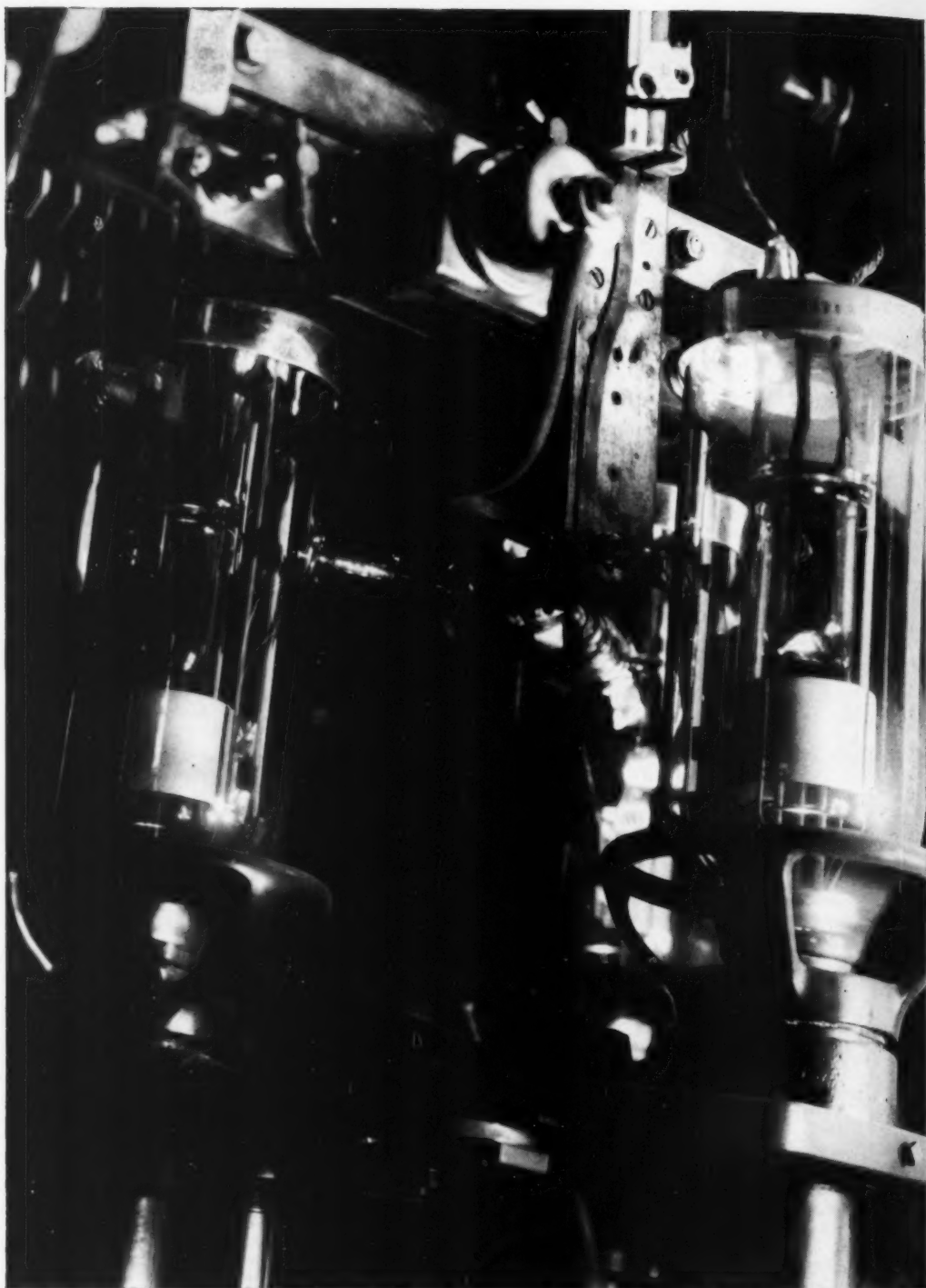
3. To generate. This electronic means of generating alternating current is important because it can produce very high frequencies . . . far beyond the range of ordinary rotating equipment. Carrier current relaying which applies the electronic principle of high-frequency generation, makes possible an enormous increase in the speed with which transmission lines can be cleared of faults. It also increases the load-carrying ability of a power system up to fifty per cent or more.

4. To control the flow of power to a machine.

5. To transform light into electric current. The ordinary heat-activated cathode of a two-element electronic tube is replaced with one made of photo-sensitive material. Light can then replace heat as the stimulator of electronic emission. The stronger the light, the greater the electronic emission and consequently the more power flowing into the work circuit. This means that photoelectric tubes can function as light relays and thus perform an infinite variety of jobs.

6. To transform electric current into light. The x-ray tube, indirectly, transforms electric current into light images. These x-rays or high-frequency waves penetrate, excite fluorescence and affect photographic plates. As a result, doctors can now study human internal organs by means of the fluoroscope or by means of radiography can photograph them. Industrial x-ray is playing a vital role by detecting porosities and fissures in welded metal seams, examining heavy castings for invisible internal weaknesses, checking the soundness of vital parts for airplanes. The whole field of modern fluorescent lighting represents another application of electronic usefulness in the conversion of current into light. The Sterilamp gives off ultraviolet rays which have a deadly effect on bacteria and other forms of microscopic life. Radar is the electronic development that helped save Britain during the German aerial blitz . . . locating enemy planes in darkness or fog. Military secret of today, radar will become the popular servant of tomorrow.

These electronic tubes are essentially simple in operation and very rugged and sure in application. In the world of today, they are helping to win a war and in the world of tomorrow, they give promise of lifting us to new levels of achievement, comfort and security.



Courtesy Westinghouse Electric & Mfg. Co.

TUBES AT WORK . . . BRAIN OF CIRCUIT . . . MIRACLE OF FUTURE

TODAY ELECTRONIC TUBES HAVE THE ABILITY TO AMPLIFY, GENERATE, CONTROL, TRANSFORM OR CONVERT ELECTRICAL ENERGY IN ALMOST ANY MANNER DESIRED. ELECTRONIC TUBES ARE AT WORK IN STEEL MILLS, CONTROLLING THE SPEED OF GIANT MOTORS—AND IN THE SENSITIVE INSTRUMENTS WHICH MEASURE AND RECORD THE CURRENTS GENERATED IN THE HUMAN BRAIN. THEY ARE THE HEART OF SECRET MILITARY DEVICES AND OF THE DESIGNS WHICH MAKES MODERN RADIO POSSIBLE.

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OPPORTUNITIES IN ELECTRONICS

Dr. J. A. HUTCHESON, Associate Director, Research Laboratories, Westinghouse Electric and Manufacturing Company

The following brief article gives an idea of the part which electronics is playing in our present day world and of the increasing occupational opportunities in this field which has grown to be a large and major branch of the electrical industry. The author, who is credited with developing some of the newest equipment used in military radio communications, got an early start in radio—at the age of eight—and this hobby helped pay his way through the University of North Dakota, where he received his B.S. in electrical Engineering. Dr. Hutcheson is serving the National Defense Research Committee as a member of the division which is doing ultra-secret electronics work.



ELECTRONICS has been defined as the field of application of the vacuum tube. This definition to be complete must include a definition of the vacuum tube. For the purposes of this discussion, a vacuum tube will be considered as a device which depends on the flow of electrons from a cathode to an anode (there may be other electrodes) for the properties which make it useful to us. Now the definition is such as to include in the field of electronics, devices ranging from fluorescent lamps to automatic welding timers. It is this broad field which holds many opportunities for the future physicist and engineer.

In the war known as World War I almost no electronic devices were used in the tactical conduct of the fighting. True, a certain limited use was made of radio communication, but by and large that war was fought without utilizing electronic devices. Today the situation is quite reversed. Every individual fighter is directly affected by some type of electronic device. It may be only the movie which helps maintain his morale, it may be his platoon's "walkie-talkie" radio, or it may be the highly complicated equipment which helps control the aiming and firing of the big guns on his ship; in some fashion each fighter is a user of electronic equipment. This widespread use of such equipment has brought

with it a need for trained personnel. The training has been and is being supplied by the cooperative effort of the armed forces and the many schools and colleges throughout the country. This group of electronically trained men will form the nucleus of the future electronically minded public.

Electronics has been at work for us in our homes and industry for about twenty-five years. All of us are intimately familiar with broadcasting. Fortunately, a smaller number are also familiar with another electronic device, the x-ray. Until lately, the use of x-rays in medicine has been largely as an instrument for diagnosis or treatment. In the future, however, it is probable that it will be used more and more in routine examinations in the field of preventive medicine. Many other industrial applications have been made, but such applications, until the war, have been relatively few in any one branch of the industrial field. Under the impetus of war, great strides have been made in the application of electronics to industry. Some idea as to the extent of this work may be obtained from the following example.

Prior to the war, tin was coated on the steel which was used in the manufacture of "tin cans" by a process which involved passing the sheet steel through a bath of molten tin. This



Courtesy Westinghouse Electric & Mfg. Co.

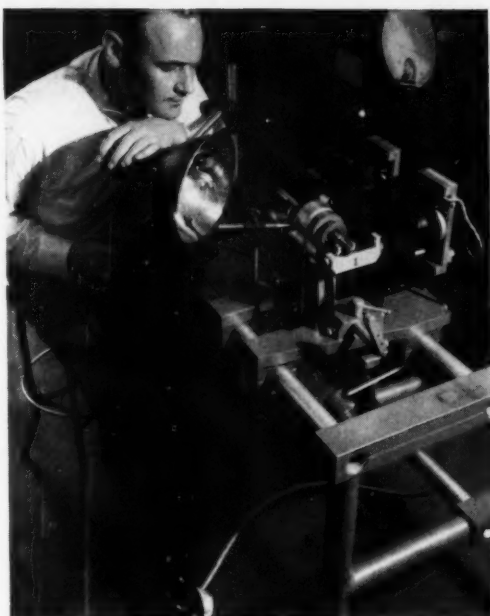
A COMPLETE X-RAY EXAMINATION LABORATORY IN A THREE-TON TRUCK CAN BE QUICKLY DRAWN UP AT A DOCK TO MEET AN INCOMING SHIP OR CAN BE DRIVEN TO A NAVAL TRAINING CENTER FOR PHOTO-FLUOROGRAPHIC EXAMINATION OF THE MEN.

process was adequate for the job at the time. When the Japs took Malaya, however, they took with it the major part of our tin supply. Various substitutes were immediately tried, but in many cases no suitable substitute was found. The well-known "tin can" seemed to be the only answer to the proper container for many types of foods. That being the case, the problem turned into one of spreading the tin thinner so a given amount would coat a larger area of steel. Of course the coating had to be free from holes in order to keep the food acids away from the steel. The problem of putting a thinner coat of tin on the steel was solved by the use of an electrolytic plating

process. This alone, however, did not prove sufficient. The coating of tin electrolytically deposited was granular in texture and did not provide complete protection for the steel. This new problem was solved by the development of an electronic equipment which heated the tin up to the melting point whereupon it flowed smoothly onto the steel surface, thus providing the proper kind of protective coating. Installations of this equipment have been made in most of the steel mills where tin-plated steel is produced. The equipments are similar in many respects to broadcasting apparatus. The total high frequency power produced by this equipment for this one industrial job is

several times the total power radiated by all of the broadcasting stations in the United States.

The industrial applications of electronic devices promise to be so widespread as to create a demand for electronic equipment far in excess of any pre-war experience. The development of the new ideas brought forth because of the war and the application of these ideas to peace-time industrial pursuits should provide opportunities for all the men currently employed in technical work in electronics and all the men likely to be trained for similar work for some time to come. This industrial requirement together with the requirement for men of similar skill in the allied communication and entertainment fields indicates a reasonably bright prospect for the future physicist and engineer. The parallel requirement for men capable of installing, maintaining and operating the equipment holds promise for men of less specialized training. Altogether, one is well justified in predicting a hopeful future for men trained in electronics.



Courtesy Westinghouse Electric & Mfg. Co.

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BALANCING ROTORS FOR MOTORS WHILE RUNNING AT NORMAL SPEED IS DONE BY THIS ELECTRONIC DYNETRIC BALANCING MACHINE. BY MEANS OF A STROBOSCOPE, THE OPERATOR SEES THE SPOT ON THE REVOLVING ROTOR THAT IS OUT OF BALANCE, AND READS THE AMOUNT DIRECTLY ON THE METER.



In the March 1944 issue of *PERSONNEL*, reference was made to a pioneer venture launched by the Chrysler Corporation last summer, in an effort to coordinate more closely the educational function with employer requirements and to create a community of understanding between the industrial and academic viewpoints.

The vocational counselor guidance program for high school teachers was sponsored by the Universities of Michigan and Cincinnati, Wayne University and Northwestern University, together with the corporation, and seventy high school teachers from four states participated. The program extended over eight weeks, forty hours weekly being devoted to actual shop work and eight hours to counselor training methods with credit toward university degrees. During the training period the teachers received their regular salaries.

During the eight-hour weekly period, conferences were conducted by both industrial and university leaders. The industrial conferences were concerned with employment procedure, training, labor relations, production methods, shop problems and procedures, sales and advertising, engineering problems and apprentice training. Understanding the individual, counseling techniques, vocational guidance and occupational information were considered at the university conferences.

Such a program is highly commendable and worthy of broad acceptance and extension on the part of business and industry, for it enables teachers to gain first-hand knowledge of the skills needed in industry and a better understanding of the attitudes and abilities industry considers important. Increased cooperation and understanding between educators and business men and industrialists will result in a desirable modification in the educational system, which will produce better prospective employees since the academic theory presented to the students will be tempered with a knowledge of its practical applications.

HOW WILL THE SCHOOLS MEET POSTWAR TRAINING AND PLACEMENT NEEDS?



FRANK R. MOREY, *Supervising Principal of Schools, Swarthmore, Pa.*

The Association office has made a survey among state and city school superintendents to determine what plans are being made throughout the country for training and placement in the post-war period. The following article, written by the Chairman of our Committee on Secondary Schools, is based upon the replies received. Mr. Morey, who received his B.S. from Penn State, his M.A. from Teachers College, Columbia University, and is now doing graduate work at the University of Pennsylvania, is a past president of the Southeastern Convention District, P.S.E.A. and of the Delaware County Teachers' Association.

ONE of the large dislocations of the war has been the occupational change of millions of men and women. Over ten million men have been taken from civilian occupations and trained thoroughly for duties in the armed forces. Men and women in countless other millions have left their usual civilian occupations in farm, shop, or home, and have removed to the war industry centers, where after brief periods of training they have become skilled or semi-skilled workers in war industries. Young people have left their classes in school and college to follow their elders.

The termination of the war will see this great change repeated in reverse, from the armed forces and industry back to shop, farm, home and school. Whether the process will be rapid or slow, whether it will be easier or more difficult because of the shortage of work, or whether it will come soon or late, we do not know. Of one thing we are certain: that in scope and importance the problem is so vast that its planning and solution cannot be left to individual initiative. It must be handled as a broad problem affecting every community, every state and the nation as a whole.

Two main aspects of the problem stand out: the re-training of these workers and their

placement in new jobs. Since the public schools through special vocational and pre-induction classes have so magnificently trained men and women for wartime jobs, it is believed that these same facilities and this same energy can be used in training for new peacetime jobs and in finding satisfactory employment.

School officials in many sections of the United States have responded generously in reporting to the Association office their plans for meeting this great need. These reports are here reviewed to present the thinking of the public school systems on their role in the post-war period.

Probable Postwar Conditions

With the coming of peace and gradual demobilization of the armed forces, the men and women now in the armed services will desire to return to employment in civilian life. Many will want to return to their old jobs, from which they have been absent for some period of time. For them, some refresher training will probably be needed. Others, because of their experience with new types of technical work will want to complete additional training in these fields for the new kind of work which they feel more competent to undertake, or which may follow the development of new

lines of industry. There will also be the great problem of re-training of the physically handicapped.

The cancellation of contracts and the conversion of industry from war production to peacetime production will mean that many post-war businesses and industries will find a surplus of willing workers locally who will be looking for jobs in new lines of work. Many of these will need to be re-trained and adequately placed. It is probable that the new and efficient industrial methods developed during the war may mean that production in the postwar era will require only a fraction of the workers used in the pre-war era, in order to produce the same quantity of material. These re-training needs will have to be met in part by the logical local agency, the public school. In most large communities the public schools have vocational training shops, now well equipped, and after the war, well staffed to meet the needs of their public, both workers and employers.

Because of the many mechanical advancements during the war the vocational training programs will probably comprise, as in wartime, short periods of specific, intensive training, quite different from the longer periods of the pre-war era. The schools will spend the rest of the time with their regular students in pre-vocational training, along the lines of general education, with emphasis on health, the language arts, both reading and expression, mathematics, and science. Many employers, having of necessity used poorly trained personnel during the war period, will insist upon more careful selection of their employees and much more thorough training in the future. Vocational students leaving the schools and the adult training programs, will require greater skill than ever before.

Postwar Planning

Typical of the post-war thinking in many

areas is that of Connecticut, where the emphasis is upon local initiative and control. This state expresses the opinion that education in the post-war period will be most successful and effective only as the planning is done by local groups who are intimately in touch with local problems. While many problems must be solved at the local level; nevertheless, to the degree that they are common on a state or national basis, to that degree must planning be coordinated on the wider basis. This state is organizing community planning committees for education, to include representatives of all educational interests, both lay and professional.

Avoidance of revolutionary changes is indicated in the policy of Los Angeles City Schools, where the conviction is held that the activities being carried on today constitute the best preparation in building a firm foundation for education after victory. Post-war plans there will be for four types of individuals: (1) Members of the armed forces who require rehabilitation — the wounded or maimed, either in body or mind, must receive first consideration; (2) Members of the armed forces who need re-training without rehabilitation; (3) The large group whose first and only working experience has been in war industries, trained along very narrow and specialized lines of work, whose training after the war will need to be broadened; (4) Men who will return from the armed forces to complete their education, that is those who quit school and later will desire to have their high school diplomas, and perhaps continue on to college after the war. It is held that the public schools will be the logical area in which to set up programs to meet the problems of post-war training, because schools have the plans, the equipment, the trained personnel and the experience.

Delaware has an extensive program, having provided specialized training for over thirty

thousand persons since July, 1940. This same program will be available in the post-war era. Planning is difficult at this time, because while war needs are definite, civilian needs of the future are uncertain. If the post-war program is even one-third as extensive as the war training program, the local schools will require considerable Federal financial assistance to undertake it.

Vermont already has extensive plans under way because it believes the state's responsibility for post-war training and readjustment is a natural concomitant of its proposed counselling service. The public school is an established agency and the state in recognizing this is planning to provide equipment, personnel, and funds so that the schools will be used as centers for all phases of the program of guidance, counselling, registration and placement. This will be especially important here, for farm inhabitants who emigrated to the industrial areas will return in considerable number to rural Vermont.

Virginia already has plans under way, with an initial appropriation of over two million dollars, for the establishment of regional trade schools and for the plants and facilities for vocational education. This act of the legislature, now in session, will be a stimulus toward evolving a thoroughly adequate program of vocational education directed to a solution of the post-war problems in that state, providing both short-time courses and refresher courses for veterans, as well as for the rehabilitation of persons injured in industrial pursuits.

Education and Placement of Returning Veterans

The returning veterans will need training not only in the fields of vocational service, but in the fields of citizenship, health, recreation, and complete adjustment, according to a report from the State of Louisiana. The Division of Vocational Rehabilitation of the State

Department of Education in Louisiana is co-operating with the Veterans Administration in a program of help for the rehabilitation of army veterans. To meet the complete program of post-war needs, it is anticipated that Louisiana will convert her eleven-year school program to a twelve-year program, in which vocational training will play an important part throughout the entire high school course.

A Federal law, approved March, 1943, provides for the vocational rehabilitation of disabled veterans of the present war under the general direction of the U. S. Veterans Administration. Its intent is to enable each veteran whose employability has been impaired by a service-connected disability to secure adequate training to restore his employability, consistent with the degree of disablement. The Board of Public Education of Philadelphia is reported to be the first to have entered into formal agreement with the Veterans Administration to conduct rehabilitation training under the law. Philadelphia has provided special vocational education in three and one-half years to about one hundred eighty-seven thousand persons, and these facilities will be available for re-training after the war. Facilities exist to give thorough training in thirty or more courses, leading to hundreds of payroll jobs. Counselling service is available through which each veteran's aptitudes and abilities may be tested and personal guidance given as to courses and employment opportunities and requirements.

Congress is discussing a plan to provide for discharged service persons at least one year's education, and for the better qualified two or three additional years. It is proposed that control of this program be vested in the respective states, rather than in a Federal agency.

An advisory council to give guidance to all returning veterans who apply has been organized in the City of St. Louis. This council is composed of representatives of veterans' or-

ganizations, management, labor, Red Cross, U. S. Employment Service, and the public schools. Through this council and the liaison officers of the Board of Education, the schools intend to keep in touch with the employment demands and needs and to cooperate in meeting these phases of worker placement.

The Pennsylvania Department of Public Instruction reports that at the present time the great majority of returning veterans are securing jobs in industry, rather than seeking the opportunity of extending their training. When war contracts are cancelled it is expected that large numbers of these returned veterans will enroll in the schools, which are prepared to cooperate with the Veterans Administration and the U. S. Employment Service in helping them to be placed following training.

In its comprehensive plan on post-war education, the State of New York proposes that large cities set aside buildings to house a special War Service School, devoted to high school work for young persons returning from the military service and the war industries. The courses could be accelerated and the calendar fully utilized to permit a saving of time. These schools, like others, would grant credit for work completed in the Armed Forces Institute. An extension of State Aid will encourage such programs in the local districts.

From Michigan comes word that the legislature has recently created an office of veterans affairs to coordinate and facilitate services for all returning veterans. Michigan colleges have well-designed plans for the education of the returning veterans. Colleges and large school districts alike are already arranging counseling and guidance services for them. The vocational departments are completing plans to maintain programs for re-training war workers, and they have recommended establishment of vocational schools to be operated by existing boards of education. It is the belief in Michigan that schools will have a major

role during the period of conversion from war to peace.

Missouri expects very few returning veterans to re-enter the traditional high schools, although it is believed that many of them will want to enter the public vocational schools for trade training. These will be accepted, if below the upper age limit prescribed by the state constitution. Vocational evening and trade extension courses will be available in towns of one thousand and up for adult ex-service and non-service persons. The matter of job replacement for these persons after training is being carefully studied at the present time.

Mississippi, which provides one of the very fine and complete published reports, states that the vocational rehabilitation program will be under the Civilian Rehabilitation Division of the State Vocational Board. In making its plan Mississippi assumes that the termination of the wartime employment will result in the discharge of handicapped persons of limited skills now employed. Plans are being made, and additional personnel is being trained in order that a job adjustment or re-training program will be available in the post-war period to handicapped people currently employed in war industries. Special placement services, as well as additional training or re-training programs, are being planned to assist in the job adjustment program following the war. The placement program will include definite efforts to persuade peacetime industries to employ or to retain in employment physically handicapped persons in all positions where the physical disability is not a job handicap. Studies of employment possibilities for handicapped persons in peacetime industry are also planned.

From Idaho we learn that the University of Idaho has a series of contracts with the Veterans Administration for the education in its regular courses of honorably discharged

soldiers and sailors, having up to 10% disability, and many are already enrolled. It is believed that the government will make some provision to pay the expenses of at least one year of university training for all ex-soldiers and ex-sailors who wish to go to college. The University is now ready to offer one year intensive vocational courses in a large number of subjects, designed to give the ex-serviceman as much as possible of the practical details of the subject, that he may promptly develop earning power and resume his place in civilian life.

The plans for the District of Columbia anticipate that the men and the women who have been through the large number of specialist schools will need little or no additional instruction to enable them to adapt themselves to civilian pursuits. It is planned, therefore, that public schools should offer them refresher or adaptation courses. Industry will doubtless want to do much of the training itself, as it converts its plants and machinery from a wartime to a peacetime basis. The largest group of workers needing additional training will be those who are only part-trained now and whose skill consists of mastery in only one small phase of a particular job specifically relating to the war effort.

Delaware believes that the returning veterans requiring refresher training in old jobs will probably be trained by industry.

Re-training Displaced War Industry Workers

Public vocational educational facilities will be available for this very large group of people, many of whom have had narrow or inadequate training for the skilled jobs which they carried on in war industries. With fewer jobs available in peacetime and a larger number of workers, competition will be much more severe. A vastly higher standard of skill will be required by employers. There is a general opinion that Federal or State financ-

ing will be needed because local school districts, dependent upon local taxation, could not handle a large program of adult readjustment without such aid. Philadelphia is planning that the idle time, or spare time, of dismissed war workers will be profitably spent if they will devote themselves to school attendance for the acquisition of additional skills and knowledge to facilitate their re-employment. While the State plans have not yet been released, the public vocational schools of the city will be called upon for a large volume of service to the persons who have been injured in industry and will therefore require rehabilitation training.

Mississippi and Vermont, representative of the agricultural states, believe that the war workers will again return to farming. They plan to set up programs of education which will help the former war workers to become home owners and farmers in the shortest period of time. A large group will be interested in school on a part-time basis, and therefore the vocational schools must plan their programs accordingly. To meet the present and future needs of training for workers in trade and industrial and distributive occupations, Mississippi is setting up her program of part-time cooperative training in diversified occupations and in cooperative, technical and occupational training. The State also believes that the quality of home and family living affects the efficiency of workers in every vocation and that, therefore, training for family living and occupations closely related to homemaking should be a vital part of post-war planning. As men return to civilian life, women must be helped, through training, to realize and accept again the important role of homemaker. This training would include development and adjustment, management of materials, finances, skills, and human relationships.

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war training much valuable equipment which has been used in war production training classes and pre-induction classes. Provision has already been made at the Teachers College of the City of Boston for returning high school students to take undergraduate and post graduate courses in especially arranged programs which include rehabilitation and re-training. Evening classes in the different sections of the city will also provide refresher and re-training courses for workers. Under the Replacement Department in the Bureau of Child Accounting of the schools, an active program of placement is in operation and will be expanded for post-war needs.

Delaware reports that its regular program of up-grading of employed personnel has been in operation for a number of years in the evening trade schools, and that these courses, being given by men already employed in in-

dustry, will be expanded and made available in the post-war years.

Vocational Training for Day Students

A successful guidance program in the schools of Virginia is exemplified by the Youth Clinic in the City of Richmond, which has been in operation for three years and has thoroughly justified its existence. To this clinic come a group of high school principals, who spend two to three weeks participating in the work of the clinic in all of its details. These men then go back to the schools and develop their local guidance programs. Virginia feels the need for larger high school centers to provide an adequate vocational program. An initial appropriation for the establishment of regional trade schools is contemplated by the legislature, now in session. The placement of the graduates of these schools

will be in charge of the State and Federal employment services.

In the Schools of Los Angeles there has been an improvement of many of the guidance procedures as a result of the extensive experience in pre-induction training along the line of the pupil's vocational choice. This experience has given the schools a wider acquaintance with the possibilities of vocational adjustment in the post-war years, and has shown that the public schools will be the logical area in which to set up programs to meet the problems of post-war training.

Placement Services

United States industry today is producing at double the rate of four years ago, in spite of the fact that over ten million men and women are in the armed forces and not available for employment. Demobilization will make more manpower available and will greatly reduce production needs. In these times and under the new conditions prevailing, job placement will be a most critical need. Many schools anticipate this need and are now planning for it.

The State of New York, where already large numbers of men are being discharged from the armed forces and returning to their home communities, reports one of the better plans. It combines counselling, guidance, and placement services into a unified program. It is proposed that there be established consultation clinics, staffed and equipped to deal with problems in the following areas: (1) educational and vocational planning, (2) nutritional problems, (3) mental and emotional deviation requiring psychological or psychiatric treatment. Consultation clinics will be established in close cooperation with Federal or State employment services. They would be concerned primarily with educational problems, while the employment service would be concerned with placement of the individual in

a job. This service would be organized on a state-wide basis, dividing the state into districts paralleling the employment service at the following centers: New York, Poughkeepsie, Albany, Utica, Syracuse, Rochester, Buffalo, and Binghamton.

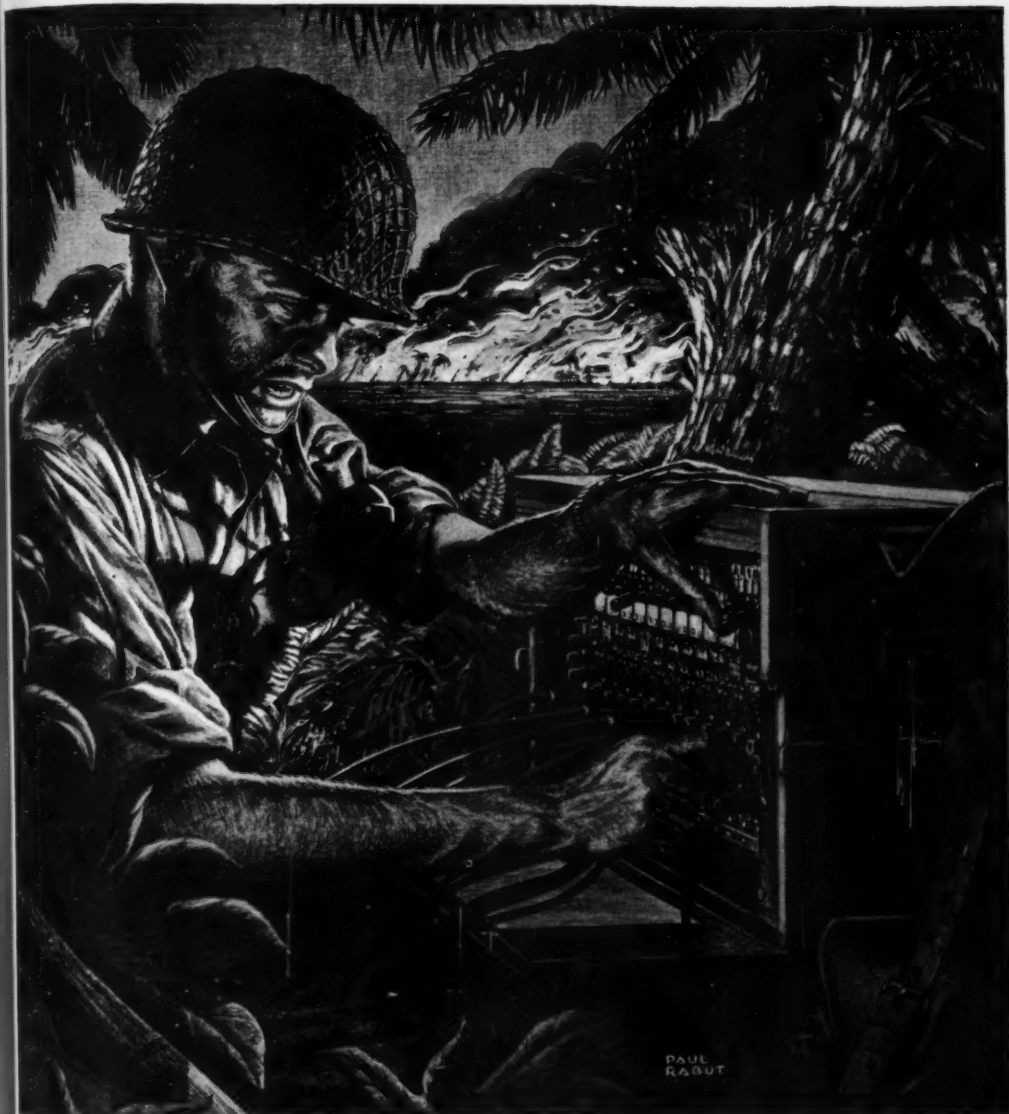
The great need for developing programs of job placement is indicated by the number of reports from cities and states of committees at work and studies in progress. Pennsylvania reports it has two centers which offer batteries of diagnostic and prognostic tests, one of them located in Philadelphia, the other in Pittsburgh. These testing programs are conducted under the auspices of public schools, the counselling units being coordinated with the placement units in the local United States Employment Service and the Veterans Administration.

When the war emergency may end and the post-war period be upon us, we do not know, but if the time be short it is vitally important that the schools and colleges, together with State and Federal services, effectuate plans for the very vital problem of meeting the job placement needs after the war.

The Challenge to the Schools

Unquestionably, the public schools, the colleges, and the universities will have their facilities challenged to the utmost to meet the needs of the millions who will come to them for guidance, training, and placement. Schools have the plants, equipment, trained personnel, and experience which will be valuable in the post-war situation. The men and women coming to the schools will be seasoned and matured beyond their years and perhaps disillusioned by the terrible experiences of war. Every school unit, large and small, should now be devoting itself earnestly to the important task of preparing to meet the needs of the post-war situation, in order that our returning servicemen may be adjusted to and fit into home and community life again.

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THE AIR FORCES OF THE WAC

LT. COLONEL BETTY BANDEL, *Air WAC Officer, Headquarters,
Army Air Forces*

Candidates enlisting in the Women's Army Corps are now given an opportunity to choose whichever branch of the service they desire—Air, Ground or Service Forces. The following describes particularly the work which the Air Wacs are doing. The author, a graduate of the University of Arizona, quit her desk in a Tucson, Arizona newspaper office to join the first officer candidate class of the WAAC. After graduation, she was one of seventeen brought to Washington to serve on the Director's staff. She served successively as aide to the Director and acting deputy director of the WAC, until May 1, 1943 when she was made first Air WAC officer.



YESTERDAY—as brief a “yesterday” ago as July, 1942—there were no women soldiers in the Army of the United States, other than the officers in the Army Nurse Corps.

Today—March, 1944—there are well over twenty thousand members of the Women's Army Corps serving in the Army Air Forces, alone, performing over one hundred and fifty types of enlisted and fifty types of officer jobs, at nearly two hundred air bases throughout this country and abroad.

They are wearing the uniform, living in the barracks, eating the food, receiving the training, doing the job of the Army of the United States. Soldiers and civilians recognize them, know them, take them for granted. They are an accepted link in the mighty chain of America's war effort.

Anyone familiar with the wealth and diversity of women's education, training, and business experience over the past twenty years, and equally familiar with the wealth and diversity of jobs to be done in a modern Army, would undoubtedly have arrived at the conclusion that there were jobs in the army which women could do, and do well. Whether they could be fully and efficiently utilized on such jobs depended on the way they adapted themselves to Army life—the way they real-

ized the necessity for, and accustomed themselves to, disciplined routine, life in barracks and mess halls, sameness of dress, readiness for pulling up stakes and moving on at a moment's notice, intelligent but instant obedience to the accepted plan as it is manifested in the next superior's instructions.

They took to Army life, by and large, like kittens to cream.

I believe that the American school and college system can take credit for much of this adaptability. Just as industry's and the schools' job-training of women had prepared them for Army jobs, so the schools' general curriculum had prepared them for Army life. Women who, as youngsters, fitted themselves into the routine of a large classroom, the schedule of a big school, knew all about routines and schedules. Women who, as youngsters, lived in dormitories or sororities with their schoolmates, knew all about the give-and-take of group living. Women who, as youngsters, studied in friendly rivalry and played basketball with girls and boys of all kinds and types, knew all about the team play required if one is to work harmoniously with men and women seven days a week in an area as limited as an Army post.

These were the assets which the school



Official Wac Photograph

A WAC OPERATES "JEEP" 13 IN THE SYNTHETIC "JEEP" TRAINING SECTION.

system gave to almost all 65,000 members of the Women's Army Corps, and which made it possible for the Wacs to fit themselves into every component of the Army—Air, Ground, and Service Forces—and to do a job, wherever they were assigned.

The Jobs of the Air Wacs

Because of the many specialized non-combat jobs to be done in the Army Air Forces—jobs the civilian counterparts of which women had been performing for years—the AAF had a particularly wide variety of opportunities for women, and was one of the first departments of the Army to ask for Wacs in numbers. After Wacs had begun to arrive on air fields in numbers and to prove their value, the AAF even instituted its own recruiting program, when the War Department a few months ago provided that women might choose, at the

time of enlistment, the branch of the Army—Air, Ground, or Service—with which they preferred to serve.

Air Wacs, as the Wacs who serve in the Army Air Forces are called, have brought to the AAF, not only the adaptability to Army routine which the majority of Wacs have shown, no matter in what part of the Army they have served, but also a treasury of civilian skills, to fit them for many specialized AAF jobs.

There is, for instance, the former watchmaker, whose skilled fingers have made her one of the AAF's most valued bombsight-repairmen. There is the dog fancier who now assists in the AAF's dog training program. There is the former mathematics teacher who is in charge of a weather observers' station.

The jobs which Air Wacs do range today from draftsman to "public relations man" from chaplain's assistant to airplane inspector, from parachute rigger repairman to medical laboratory technician. Wacs in control towers on air fields guide the army's planes safely into port, giving clear, concise instructions over small microphones to pilots who are listening for such instructions, as they approach the fields. Wacs help to teach young flyers the intricacies of flying—particularly "blind flying"—as link trainer instructors watching the students' "flight" progress on charts and directing them, over microphones, how to continue or change their "course," while the students themselves remain inside the miniature, plane-like link trainers, "flying" by instruments. WAC weather observers make detailed observations of atmospheric conditions, record these observations on weather maps for the forecaster's use, assist in the plotting of data on weather maps, make observations of winds aloft by following the movements of a pilot balloon with a theodolite. WAC radio mechanics keep the radios of AAF



Official Wac Photograph

TWO OF THE WACS ASSIGNED TO DUTY IN THE CONTROL TOWER AT TURNER FIELD, TURNER, GEORGIA

planes in good repair. One of the most essential groups is that composed of the thousands of Air Wacs who act as stenographers, typists, and clerks, to assist in keeping the vast amount of paper work required in the organization and direction of a modern Army flowing smoothly and rapidly and effectively.

Officer Personnel

WAC officers fill such assignments as these: personnel officer, medical administrative officer, army exchange officer, rail transportation officer, administrative inspector, budget and fiscal officer, legal officer, photographic officer, mess officer, and intelligence officer.

These assignments, which Air Wac officers are filling on air fields and at command headquarters throughout this country and in many theatres of operation, are in addition to the assignments which many women officers hold in connection with the supervision of the Wacs themselves: company commanders, company executive and mess officers, "staff directors" at the headquarters of large commands which utilize WAC personnel.

Value of Special Educational Training

Obviously, civilian job-training has equipped many women to fill such jobs. Obviously, also, school and college job-training has contrib-



Official Wac Photograph

WACS ARE ASSIGNED TO LINK TRAINER WORK AT TURNER FIELD, ALBANY, GEORGIA.

uted to the training of others. There is, for instance, the graduate of Wesleyan College, Macon, Ga., with a major in Spanish and education, who is librarian in the intelligence section of Fourth Air Force Headquarters. There is the graduate of Iowa State, with a home economics major, who is filling an important assignment in the base mess inspector's office, at an air field in the west. There is the physical education major from Ypsilanti (Mich.) State Normal, who is physical education instructor at another field in the west. She also doubles in brass as a radio mechanic. There is the staff sergeant and former English major from Central Washington College of Education who is working in the intelligence section at a certain air field, doing writing and editing among other duties. A history and English major from Western Reserve University is acting as a chaplain's assistant, and a

home economics major from East Texas State Teachers' College is contributing to the morale and well-being of her fellow Air Wacs by turning in an A-1 job as a mess sergeant. Then there is the graduate of the Boston Conservatory of Music, with a major in conducting, who has turned her keen musician's ear and trained voice to the microphone and ear phones of a link trainer unit.

Women in the Army, like men, have found that sometimes the Army's most pressing need is not for their primary skill or the field in which they have had most training, but for some totally unrelated skill. In such cases the adaptability learned in a general, broad course of instruction at school stands them in good stead. Adaptability must, for instance, have been required of the home economics major from Russell Sage College in Troy, N. Y., who is a classification specialist, or of the literature and drama student from Sarah Lawrence who works for the chemical warfare officer at a certain air field, or of the specialist in elementary teaching at California State Teachers' College who is now a code translator in a base operations office at an air field in the west.

But whether what she has brought from school or college is general adaptability to Army routine, training for a specific job, or adaptability to a new job, I believe every woman in the WAC will agree with me that her school years helped materially to prepare her for her Army assignment. And I believe, also, that the job she is now doing, and the life she is now leading, is such that, when she returns to her home, the American public will agree that not only her school life, but also her Army life, has helped materially to prepare her for her assignment as a woman and as a citizen.

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VOCATIONAL GUIDANCE WITHIN INDUSTRY



FLOYD L. RUCH, *Chairman, Department of Psychology, University of Southern Calif.; Employment Testing Consultant, California Test Bureau*

The importance of "human engineering" both "purchasing" and "maintenance" is stressed in the following, which also discusses the relative values of the human engineer's tools. The author, a native of Iowa, graduated from the University of Oregon, secured his M.A. from State University of Iowa and his Ph.D. from Stanford University. He was National Research Council Fellow in the Biological Sciences at the University of Paris. Before assuming his present position, Dr. Ruch taught psychology at the University of Illinois and Penn State College. He is author of "Psychology and Life," "People are Important," and "How to Use Employment Tests."

THE old employment psychology attempted to find the best man for the job, leaving to the field of vocational guidance the socially significant function of finding the best job for the man. It was generally thought that these principles sometimes came in conflict because it was held that the best man for the job—once he has been discovered—might in turn discover that the job was not best for him. Today we know that these occasional conflicts can be greatly reduced if not completely eliminated. Any large industrial organization is a little world in itself which provides employment at a wide variety of jobs in the office and in the shop. A notable exception is that the salesman is not very much in demand today in most war industries. However, this forgotten man must soon be rediscovered if our post-war plans are to succeed.

Value of Job Adjustment

Today we know that the best man for the job is best only when placed on the job which is best for him. The satisfaction which a well-placed worker obtains in doing his job well is a powerful stabilizing factor. The Industrial Relations Research Department of Lockheed-Vega Aircraft Corporation has recently completed a study in which an absentee group of employees was matched with a non-absentee group on the basis of equality of job

classification, sex, shift, department, and period of employment. Comparison of these two groups showed that the proportion of individuals placed on jobs which did not fit their demonstrated aptitudes and abilities was significantly higher in the absentee group than in the non-absentee group.

Unfortunately, management is not yet universally aware of the value of adjusting the abilities and aptitudes of the worker to the requirements of his job. Further proof may be found in a recent Gallup poll. The American Institute of Public Opinion recently sounded the ideas of war workers themselves on the question of plant efficiency by having their interviewers talk to workers in New England, the Philadelphia-Baltimore area, the Buffalo-Cleveland area, the Detroit area, and in the industrial communities of California. Workers were asked the following question: "What do you think is the greatest mistake that your Company makes?" As many respondents mentioned the hiring for certain jobs of workers whose abilities were not suited to those jobs, as mentioned unfair wages and lack of proper pay-scale for different types of work. No more conclusive evidence of the value of job adjustment to the individual can be demanded.

Industrial management has for some time appreciated the value of purchasing buildings

and equipment on specification. In fact, the industrialist frequently engages in considerable engineering work at his own expense to set up specifications before making an important purchase. Just as the services of a mechanical engineer are required in the intelligent purchase and utilization of machines and materials, so are the services of the human engineer required for the purchase and proper utilization of human time, energy and good will.

Taken over a period of ten years, a \$40.00 a week workman represents a capital investment of over \$20,000.00. His selection and placement on the job is an important transaction which is entitled to and is coming to receive from industry more than five minutes of an interviewer's time. The acquisition of a new employee calls for purchase engineering. Once he is on the payroll his presence there requires "maintenance engineering" in the form of educational programs and other sound personnel practice.

From the employee's point of view, the practice of hiring by specification is equally sound. As in any good sale, neither party is cheated. The employer has at his disposal greater facilities for human engineering than the individual employee can command. It is therefore the duty of the employer and/or the union representing the employee to provide adequate vocational guidance at the earliest possible point in the recruitment, hiring and placement procedure. Regardless of the nature of the sponsorship, the job is one of human engineering.

Every engineer possesses certain skills or know-how, and has at his disposal a variety of instruments for measuring the dimensions with which he works. In the same way, the human engineer has a variety of tools at his command, among which are the personal interview which is the mainstay of any employment department, and the psychological test.

The Personal Interview

The personal interview is routinely used by employers for selecting new workers and by industrial counselors in their attempts to study personality conflicts and to suggest cures. In the latter case the investigatory and the curative phases of the interviewer's work usually run side by side.

Interviews may be standardized or informal. In the highly standardized interview, predetermined questions are asked in a certain set order. This type of interview is probably but little better than having the literate applicant or employee write his answers directly on the interview form without the intermediary action of the interviewer. At the other extreme the interview can be so informal that it appears to be a casual conversation. Each of these methods has its advantages and limitations, its uses and abuses.

The interview will be much more successful if a few preliminary preparations are made. First, the interview must have a purpose.

Second, the interviewer must be prepared for the interview.

Third, privacy and freedom from interruption must be assured, since personal interviews frequently become very personal.

Fourth, sufficient time must be allowed at one sitting, since the interview relating to a personality defect or difficulty usually starts slowly, and the subject should not be interrupted once he has started to "Tell All."

The art of the interviewer can be acquired only through patient practice. But some suggestions can be made of precautions to be observed in its acquisition.

Use simple language. This is especially important when working with laboring people and foreigners. It is easy for the college-trained person to forget how far he is above the majority of people in facility with language.

Ask one question at a time. Wait for one question to be answered before going on to the next. Do not interrupt. Let the other person talk. It is his impressions in which you are interested. Let him get off the subject for awhile if he chooses. This puts him at ease and paves the way for continued friendly relations throughout the interview. There is a limit to this straying, of course, but enforce it with tact.

In phrasing your question be careful not to suggest the answer. This is very important. In a purely fact-finding interview the interviewer must not imply to the interviewee which answers please him and which displease.

Record both the interviewee's answers and your observations of his behavior. How people act tells more sometimes than what they say.

Leave the way open for possible future meetings. Perhaps a follow-up will be required. Leave the interviewee in a pleasant frame of mind.

The reliability of the interview will depend upon who is doing the interviewing, what he is trying to find out, the degree of standardization, how much time he can spend, etc.

In the proper hands, and carefully worked out, the interview can be a very workable means of diagnosing human material. Holland and Wonderlic have developed a standardized interview which works extremely well in picking out successful employees for a large company.

Letters of Recommendation

According to a pre-war survey, about 82 per cent of employment offices still require a list of references from non-relatives of the applicant who know something of his past life or work history. These references are usually of two kinds: (A) those concerned with the actual work record of the applicant; and (B)

those concerned with character and personality traits of the applicant. Naturally, previous employers, particularly the employers under whom the applicant was working last, are asked to write letters of recommendation.

The most reliable letter of recommendation is that written by the past employer in answer to certain specific questions, asked by the prospective employer, relative to the work record, character, and personality traits of the employee. This type of letter can have real value if the prospective employer knows what to ask and if the past employer will take the pains to answer the questions carefully.

Letters of recommendation, regardless of their form, have certain limitations which greatly impair their value as a means of hiring. The past employer is not an unprejudiced source of information concerning an employee. It sometimes happens that the employer of a worker whose record is not altogether satisfactory will jump at the chance of getting rid of him. This prejudice can operate in the other direction and to the disadvantage of the employee. Sometimes it happens that a very able worker becomes dissatisfied through lack of promotion, low pay, or some other characteristic of his job. The employer might not at the moment be in a position to correct the difficulty and yet might be highly desirous of retaining a valuable employee. Consequently, when the prospective employer writes for information, or when the applicant tells his present employer that he is looking for work elsewhere the present employer will "damn the employee with faint praise" and in several ways intimate that he is inefficient, hard to get along with, and thus prejudice the employee's chances of success in applying for work elsewhere.

Another weakness of the letter of recommendation is that it is usually written by an influential, and therefore busy, person. He is

frequently too busy to dig out the records necessary to an accurate reporting of the applicant's performance on the job.

In these days of mass education and large university classes, the college professor sometimes does not have the time or facilities to follow the development of each of his students. Let us take an extreme case in which a professor may have as many as one thousand different students in his lecture sections in one year's time. Although such professors are frequently called upon to write letters of recommendation because of the prestige of their position, the conscientious frequently refuse on the grounds that adequate information is not available.

Many universities are meeting this situation by organizing a personnel bureau, which is a central clearing house for all information concerning the student's history in school. Summaries of his class marks are kept; records of any psychological tests; records of student-body activities; and even a statement concerning any disciplinary trouble the student might have had while in college, such as cheating in examinations or plagiarizing the work of others in term papers and other reports. A system of this sort can be extremely effective when put in the charge of a psychologist with special training in personnel methods.

Psychological Tests for Hiring

During the past twenty years numerous industrial organizations have proved to their own satisfaction that psychological tests in the hands of an expert, trained in their use, can contribute enormously to the efficiency of management. For example, the Philadelphia Electric Company reports a 90 per cent decrease in operating mistakes since using psychological tests in the selection of substation operators. Not only were mistakes reduced,

but there was a noticeable improvement of morale of employees hired on the basis of psychological tests. The Scoville Manufacturing Company developed a test for selecting apprentices which required only thirty minutes per person but which accomplished what had previously required a year of "weeding-out." The Milwaukee Electric Railway and Light Company reduced the percentage of motormen discharged because of accidents from 14.1 per cent to .06 per cent by hiring men on the basis of a battery of psychological tests. The United States Civil Service found in one study that 93 per cent of the appointees selected by psychological tests were more efficient than average employees selected by other means. These examples drawn from widely different types of work, including both governmental agencies and private enterprise, leave no doubt that desirable results can be accomplished through the application of psy-



In 1787 Franklin and Marshall was chartered as an educational institution dedicated to "the preservation of the principles of the Christian religion and of our republican form of government."

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chological tests to the problem of selecting employees.

The industrial psychologist specializing in problems of selecting employees operates under a sort of "show me" philosophy. Before using a psychological test, he takes great pains to convince himself that the test will really differentiate between good workers and poor workers.

Detailing the Design for a Testing Program

The procedure to be followed in establishing a sound testing program covers the following steps:

- (1) Establish criteria of efficiency on the job.
- (2) Analyze the job to determine what abilities are required.
- (3) Select promising tests for trial.
- (4) Test each test to see if it differentiates between successful and less successful workers on the job.
- (5) Establish job-ability standards or profiles in terms of measured abilities.
- (6) Test the new-hire and place him on the available job that requires the abilities that the tests show him to possess.
- (7) Follow-up the test-placed personnel to see how well the tests are working.

Each of these steps will be explained in the following pages briefly but in sufficient detail to serve as a guide in building a testing program to establish human standards of job ability in any business or industrial organization.

How to Establish Criteria of Employee Efficiency

There are two serviceable criteria of efficiency on the job. These are production records and merit ratings. If both are available, production records should be chosen over merit ratings.

This first step is of paramount importance. It is impossible to select employees possessing capacities for performance on a particular job without an accurate measurement of quality of performance on the job. Where wage-incentive plans are in operation, production figures are easily obtained from payroll records. If such a plan is not in operation and if objective records of production are not available, it will be necessary to rely upon foremen's ratings.

How to Analyze a Job to Discover its Human Ability Requirements

Before attempting to consider specific tests, the job should be carefully analyzed in terms of the abilities required in its performance. Job analyses and job specifications, prepared for wage-rate-setting purposes, will be of great value but they are not sufficient in and of themselves. It is also necessary to observe the jobs directly, to talk with foremen and skilled workers to determine what characteristics are required. If time permits, there is a great deal of insight to be obtained from actually learning the operations oneself.

Careful study of the operations involved in a particular job should culminate in a list of mental and reactive abilities required in its performance. For example, a draftsman should have good eye-hand coordination; ability to visualize space; steadiness of hand; a clerk should be speedy, accurate, and possess a good memory for details, such as code numbers, etc.

How to Select Standardized Tests for Tryout

The best way of becoming familiar with standardized tests on the market is to take them oneself. Many universities are now conducting free courses in testing under the Engineering, Science and Management War

Training Program of the United States Office of Education. These can be of great value in learning the ropes. If time does not permit such an extended exercise, the next best thing is to study a few of the items in each test to see what they are measuring. Most publishers will supply sample sets of tests, manuals for administration, and scoring keys at a nominal charge to interested personnelists.

The experience of others is useful in deciding which tests to try out but it should not be followed slavishly. While one is probably safe in eliminating from consideration at this point tests which have been tried in a number of similar situations and found wanting, there is no guarantee that a test which worked in Company X will be equally valuable in Company Y. The general rule is to keep an open mind and try any tests that appear to have promise.

Testing the Tests

Having selected a group of tests for tryout, the next step consists of selecting a representative sample of employees whose performance on the job is known. There are several ways of doing this but the simplest way is to break the group into four quarters on the basis of production records. If production records are lacking, the group should be broken down on the basis of supervisors' ratings for quantity and quality of production. If there are more than 400 employees on the job in question, a random sample of 400 workers should be drawn from the roll, tested and used for setting job ability standards.

These employees are tested under conditions which are uniform for all. They should be tested on company time since requiring them to take tests on their own time may create

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individual resentment or even union action against the company and will tend also to destroy the validity of the test results. Their supervisor should explain to them that their jobs in no way depend upon how well they do on the tests. The simple truth of the matter, that they are being used to find out if the tests are any good, is all the explanation required.

The next step consists of making a distribution of scores on each of the tests and subtests for each fourth of the group.

To facilitate this step, test scores should be transmuted into percentile ranks. A percentile rank shows the number of persons in a typical 100 whose scores a given score surpasses. Through the use of percentile ranks it is possible to compare the individual's ability on one test directly with his standing on another. Raw scores can not be compared in that way.

Care should be taken in selecting tests for try-out to see that percentile norms are available for typical adults. It is from the cross-section of typical adults that employees are recruited, hired and placed. Norms established on college students are of doubtful value in industry which employs relatively few college trained workers except in executive and supervisory capacities.

A tabulation is made of the test scores earned by each twenty-five per cent of the employees. From this, there are two practical ways of telling whether or not a given subtest is working, i.e., whether or not it differentiates between good and poor producers. A test is a good test for measuring ability for a particular job when it meets either or both of the following conditions:

1. The best fourth of experienced workers earn a median percentile score that is twenty or more percentile ranks better than the median percentile rank of the poorest fourth.

2. The best fourth of the experienced group

earn a median percentile rank that is twenty or more percentile ranks above the median for the cross-section of the general population.

This double criterion of validity of a test is necessary because it can happen, and under ideal conditions will happen frequently, that practically all low scoring individuals have been eliminated on the basis of their poor production.

An important caution must be observed in connection with this type of analysis. A test will differentiate the good workers when it actually measures some ability required by the job and when the criterion of performance is a valid one. The failure of a test to differentiate good workers from poor ones may mean that the test is not valid for that particular job or it may mean that the criterion is not valid.

Let us choose as an example a project at Lockheed Aircraft Corporation as described by Mr. Glen Grimsley, Personnel Engineer of that company, in a recent address before the Southern California Management Council.

During the past few months, the Lockheed Aircraft Corporation has hired several hundred men and women for training as detail draftsmen in the Engineering Department. In general the available applicants were without either formal Engineering training or experience. The only qualifications were a high school education, including algebra, and geometry, and normal intelligence as measured by the Otis Self-Administering Test of Mental Ability, Higher Examination.

The quality of trainees obtained by this method was so low as to make apparent the necessity for finding some better means of selection. Hence, after obtaining the approval of Management, research was begun in order to determine the feasibility of selecting these trainees by means of aptitude tests.

Their first step was to consult with the

present writer regarding which of the numerous standardized tests on the market would be most likely to be useful in the selection of trainees who would be successful in their particular job situation. The tests selected for trial were: (1) The California Capacity Questionnaire, (2) Minnesota Paper Form Board Test, (3) MacQuarrie Test for Mechanical Ability, (4) the Otis Self-Administering Test of Mental Ability, Higher Examination.

These tests were then administered to 165 previously hired trainees.

In order to determine which of the tests would best eliminate the failures, the median percentile rank on each test for the upper and lower quarters of the training classes were computed. They were as follows:

Name of Test	Median %—Tile Score		Action Taken
	Lower Quarter of Class	Upper Quarter of Class	
Otis Self-Administering Test of Mental Ability - Higher Examination	80.0	88.3	Dropped
Minnesota Paper Form Board Test	47.5	85.4	Retained
MacQuarrie Test for Mechanical Ability (Total)	54.3	84.3
Tracing	60.1	76.9	Dropped
Tapping	67.5	80.4	Dropped
Dotting	69.3	71.0	Dropped
Copying	51.4	61.3	Dropped
Location	51.0	73.1	Retained
Blocks	70.0	90.0	Retained
Pursuit	48.6	82.0	Retained
California Capacity Questionnaire			
Language Section	50.0	65.0	Dropped
Non-Language Section	30.0	91.8	Retained

The following tests were selected as best serving their purpose: The California Capacity Questionnaire, Non-Language Sections; Minnesota Paper Form Board Test and three subtests, Location, Blocks and Pursuit, from the MacQuarrie Test for Mechanical Ability. These tests met *both* of the criteria described above.

Building Job-Ability Standards

The next step consists in building job-ability standards from the results of the trial

survey. The following table of job-ability standards for draftsmen trainees at Lockheed was established according to the procedure we have just described.

Test Grade or Standard	A	B	C	D*	E*
C.C.Q. Non-Language					
I.Q.	118 & Up	109-117	101-108	98-100	89-97
Minn. Paper Form Board	46 & Up	42-45	40-41	37-39	31-36
MacQuarrie Test for Mechanical					
Location ..	30 & Up	27-29	25-26	22-24	17-21
Blocks ...	18 & Up	16-17	13-15	12	7-11
Pursuit ..	24 & Up	20-23	19	17-18	16

*NOTE: The lowest quarter was broken into two parts to permit more than four standards.

All trainees hired were then graded as meeting one of these standards, A, B, C, D, E, or F. It was then found that among the 165 trainees originally hired, the upper half of the training classes included all A's, 89% of the B's, 74% of the C's, 58% of the D's, 43% of the E's, and 30% of the F's. Stating it another way, the lower half of the training classes included no one who had scored A on the tests. It did include 11% of the B's, 25% of the C's, 42% of the D's, 57% of the E's, and 70% of the F's.

A study of 394 of the trainees who were hired and tested showed the following losses by termination during a given period.

A —	7.7%
B —	14.9%
C —	16.4%
D —	26.6%
E —	30.6%
F —	61.3%

Thus those who completely failed the tests (scored F) are terminating approximately 8 times as fast as those who scored A on the tests.

Hence Lockheed is now hiring for training as draftsmen no one who scores below C on the tests. This should reduce their trainee termination rate to less than one-half of what

it has been. It is estimated that this net saving will amount to at least \$150 per trainee tested.

It should be emphasized at this point that no applicant is refused employment because of a low test score. The tests are used only to determine placement. If the applicant's test results do not indicate sufficient aptitude to warrant training as a draftsman, he is offered some other type of work at which he is more likely to be successful and happy. Thus the testing program, by aiding in better placement, serves not only to increase production to the benefit of the company and the nation, but is also of great value to the employee by helping to place him on a job at which he can be successful and happy.

Vocational Guidance at Vega Aircraft

A little more than a year ago a testing-for-guidance-in-job-placement program was established in Department 18 of Vega Aircraft. Unfortunately the merging of Vega and Lockheed has brought this program to a temporary close.

The employees who participate in the job orientation program are hired at the central personnel office and are actually on the company's payroll when they appear at the office of the Works Induction Department. The newly hired employees are oriented in groups of 25. The first phase of the orientation program consists of a lecture in which company policies are explained, essential rules are stated and justified and the advantages of employment in that particular industry and in that particular plant are set forth in a convincing and enthusiastic manner. It is made perfectly clear to the individuals that their future employment does not in any way depend upon the scores they make on the tests which are to follow. It is explained to the new employees in detail that the function is definitely that of

vocational guidance, namely to find for each individual the job at which he or she is most likely to succeed, i.e., to produce and be happy. Following the lecture there is a two-hour period of testing. At the end of the testing session the group is taken for a conducted tour of the plant in which the various jobs and operations and machines are pointed out by the guide and explained to the members of the group. While this conducted tour is going on, clerks are busy scoring the test blanks.

The final step consists in assigning each individual to a job or training class by an interviewer who has before him a summary of the employee's performance on the various tests. Employees thus placed on the job or in a training group are carefully followed through foremen's ratings or instructor's marks. When it becomes obvious, as it occasionally does, that an individual has been badly placed, he is brought back for further study and reclassification.

It is perhaps too early to judge the overall efficiency of this orientation program but the general conclusion can be made that those employees who have been placed in this manner are about twice as likely to work out satisfactorily as those who have been placed by the more traditional method of brief personal interview without tests.

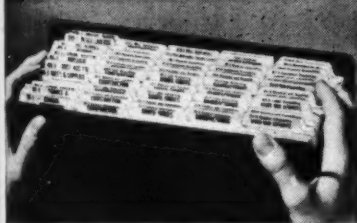
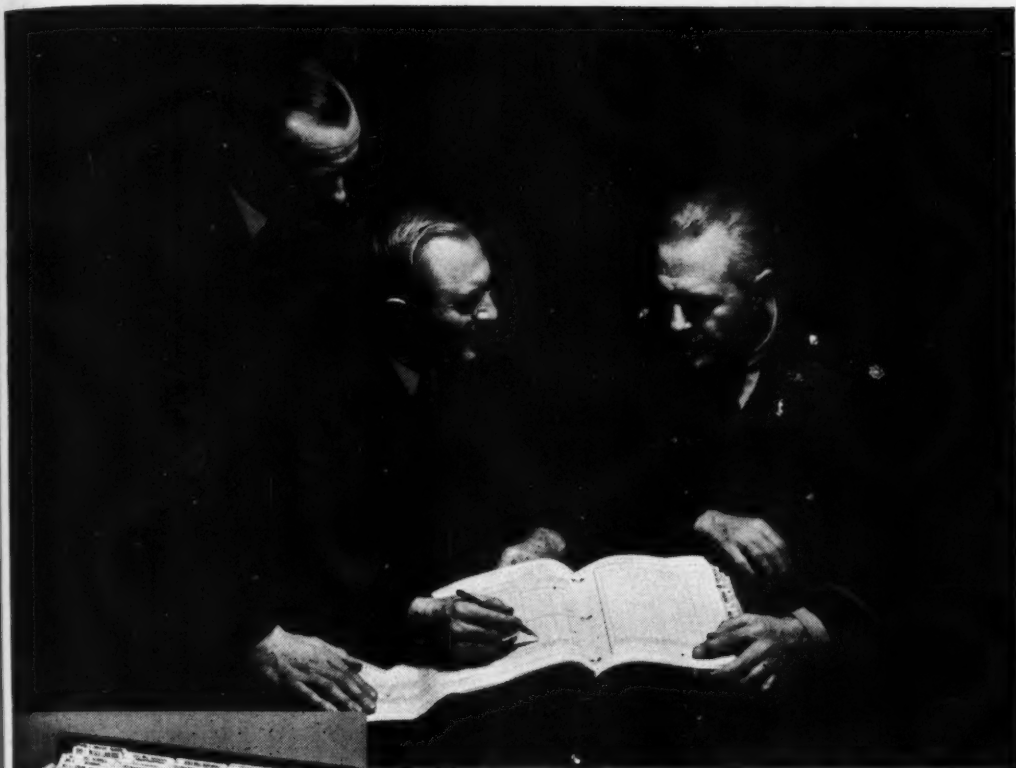
Only the test of time and experience will reveal the precise degree of efficiency in utilization of manpower through placement in Vega's program. Moreover, the details of this program cannot be published in full until after the war. In the meantime, it is gratifying to the psychologist and the educator that the science of human measurement is playing a vital role in winning the war and will continue to contribute during the post-war readjustment period.

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CAREER OPPORTUNITIES FOR WOMEN IN LIFE INSURANCE



BEATRICE JONES, C.L.U., *Agency Assistant, Guardian Life Insurance Company, New York City*

Life Insurance, which was formerly considered exclusively man's work, is becoming an increasingly fruitful field of occupational opportunity for women, as pointed out in the following. The author came to New York City in 1920 and took a job with the Standard Oil Company of New Jersey as stenographic supervisor. In less than a year she was made Personnel Assistant, serving in that capacity until 1928 when she entered the employ of the Equitable Life Assurance Society. Miss Jones won her C.L.U. in 1934, served as Director of the American Society of the C.L.U. for two years and was elected first woman president of the Life Underwriters Association of New York City. By way of proving her thesis that the insurance business offers real opportunity to women, the author became Agency Assistant of the Guardian Life last spring.

PERIODS of upheaval always yield increased opportunity for alert people. At the risk of understatement, the present could be called a period of upheaval. When the world divides itself into opposing forces each bent on destruction of its opponent, nothing remains static. In the field of job opportunities this situation operates in favor of women.

In the Life Insurance industry women are doing work today that for a century has been considered man's work exclusively. In many, perhaps in most instances, where women have been used to replace men gone to war, the results have been favorable. Other industries have had a similar experience, but in life insurance, the aptitude of women for effective work is singularly marked. This is explained by the fact that down through the ages woman has been conditioned to the performance of repetitive work, enabling her to work long and diligently at tasks requiring great patience. The business of life insurance is composed of a vast variety of detailed operations ranging from simple routine to intricate complexity.

Men, too, frequently possess spectacular talent for detail. Their aptitude stems from different roots, (probably that every male is an incipient perfectionist) but their aptitude for detail is so readily demonstrable that throughout the history of life insurance, men

have been employed for those jobs where accuracy and precision were of paramount importance. The opportunity for women to fill these jobs has been due to the fact that young men have found themselves in the armed services immediately after graduation if not before. When the normal source of personnel supply is cut off, companies are forced to find substitutes. The only available substitutes are young women; hence the war has given women opportunities in life insurance that never would have been open to them in normal times.

The young woman embarking on her first venture into the business world, may have a spontaneous objection to this situation. She may, quite logically reason that an industry which uses women for special positions only under the pressure of abnormal conditions may well be an industry to avoid. But she must add the weight of history to her reasoning. Life insurance has been at work in this country for more than a century. The habit of employing young men was established long before women sought employment in business or were accepted. If the industry had failed to find satisfactory employees from among its young men, undoubtedly women would have replaced them earlier. But such was not the case. Men proved themselves thoroughly cap-



THREE OUTSTANDING CAREER WOMEN IN THE INSURANCE FIELD. MISS MARGARET DIVVER, ASSISTANT ADVERTISING MANAGER, JOHN HANCOCK MUTUAL LIFE INSURANCE CO., MISS JONES AND MISS MARY F. BARBER, ASSISTANT TO THE PRESIDENT, THE PENN MUTUAL LIFE INSURANCE COMPANY, PHOTOGRAPHED AT A RECENT EASTERN ROUND TABLE MEETING OF THE LIFE INSURANCE ADVERTISERS ASSOCIATION IN NEW YORK CITY.

able, dependable and eligible for advancement. Departures from established custom do not occur when all is satisfactory. As long as young men were available no reason for change existed.

The Future Outlook

"And what of the future," the young woman job seeker continues. "Is it not reasonable to assume that when the war is over, Life Insurance will again seek young men for these jobs? What chance would a woman have for advancement in an industry which for a cen-

tury has progressed successfully through the exclusive employment of men?"

The answer is two-fold. First, women are proving to be reliable in the jobs that were formerly held by men. Because women are newer in the handling of responsible positions they are less restless in their work. They do not present problems of promotion at the same speed as men. Women, too, are capable of doing the work and at a rate of pay lower than the men they have replaced—economy of operation is an ever present obligation with life insurance companies. In a mutual com-

pany all overhead costs are paid with other people's money—the money of the policyholder whose cooperative effort makes mutual life insurance possible.

Secondly—the man returning from the war may be a different temperament from the young man who left the job to enter service. He started with the company when he left college. He showed aptitude and developed a skill in his work. He made some progress and had been promoted. He sometimes wondered if he had the ability for any other kind of work. He often thought he would like a chance to do some kind of work that required leadership. He didn't know whether he had the qualities of leadership, but it bothered him because he had no opportunity to test this. The war has given him that opportunity. He has gone to an Officer Candidate's School. He has received his commission. He has been in command of other men. He has shown talent in that work. This man returning from the wars is a much less likely candidate for the inside office job now. The war years have released talents that had never been tested before and have given him a new outlook. The very physical development produced by military drill and discipline, will have changed his attitude toward resuming his former sedentary desk job. He is being conditioned to variety and constant challenge. His adjustment to post-war employment will require a different kind of work and it will have to be more active than his pre-war job. The life insurance industry will have a place for this man but it will not be behind a desk. He will fit more easily into the Agency operations, where he will find variety and excitement more compatible with his newly discovered abilities. His demonstrated talent for leadership will find its natural outlet in management of men. Women whose work is done soundly and well need have no fear of losing their jobs. Thoroughly adequate workers are not

so plentiful, even in peace times, that companies will let them get away if their termination can be avoided.

Job Opportunities

Young women are finding employment in the Actuarial Departments of Life Insurance Companies. In general the procedure is to employ students to do routine actuarial work while they are preparing for examinations to qualify as an associate or fellow of the Actuarial Society. One must pass eight examinations to qualify as an associate. Two additional examinations are required to qualify for fellowship. The Personnel Manager of one life insurance company describes the requisite qualifications for this job as: "A college major in mathematics including calculus of finite differences, plus a sound course in statistics. This should provide sufficient background to take the first four of the examinations. The second four examinations involve practical mathematics as applied in life insurance plus a knowledge of insurance law. In addition to this specialized knowledge, the applicant will need good health because she must be able to devote several nights each week to study in preparation for the examinations. The minimum time necessary to pass the examinations for associateship is two years—the average is between four and eight years."

For young women whose interests and training are in the statistical field, life insurance offers opportunity in those departments where Hollerith machines are used. Such mechanical devices have meant enormous saving in time and money in life insurance. The mechanism is complex and requires skill if the maximum benefit is to be obtained. If, for example, a company needs to know how many of its new policyholders in 1943 were women between the ages of 25 and 40—the Hollerith can find the answer with more speed and



Photo Handy & Boesser

VIEW OF THE TABULATING DEPARTMENT IN A LARGE INSURANCE COMPANY.

accuracy than any other method. It cannot, however, accomplish anything without an employee who knows how to code, evaluate and interpret the information when acquired. The scope of the Hollerith seems to be unlimited. It has not attained its maximum capacity as yet. New attachments are constantly being designed and because it is of relatively recent invention, the supply of people trained in the use of this aid, is still small. For women with a flair for statistics this type of work offers wide opportunity and challenge. Since this type of work is still in the process of development, it is one place in life insurance where the pioneer spirit would be of inestimable value as additional qualification.

Another department where women are proving capable is in the work of underwriting. An underwriter must evaluate the applicant for life insurance as to the applicant's desirability as a risk that may safely be underwritten by the insurance company. There are two classes of underwriters: professional and lay underwriters. Professional underwriters are doctors. They evaluate the physical condition of the risk through medical science. The lay underwriter evaluates other phases of risk, such as moral and financial, in accordance with standards acceptable to the underwriting company. Specialized training is not required for this work. A sound general academic background is satisfactory. An objec-

tive mind with ability to analyze factual data accurately would be excellent plus qualifications. In this work women should find their natural intuitive sense of great value in enabling them to reach below the surface and find the whole truth of what might seem to be humdrum personal history.

Women trained in law have found opportunities in the legal departments of insurance companies. It is sometimes difficult for young women lawyers to find a desirable connection in established law firms, but the legal department of a life insurance company has openings for them. It is reasonable to assume that women will be more widely used in work of this kind as the number of women insurers increases. The more women policyholders, the more important becomes the woman's point of view in company operation.

Every insurance company employs many young girls in routine clerical jobs. Wherever a company employs numbers of young women there is an opportunity for women in personnel work. Not infrequently the Personnel Department of Insurance Companies is in charge of a woman. This requires a staff and each staff job carries an opportunity for promotion.

Because life insurance companies have so many operations of a routine nature where no technical skill is required, there is opportunity for promotion for women who possess natural qualities of leadership. Each group of clerical workers, typists, file clerks, or stenographers requires a supervisor. This supervisory work is normally assigned to a woman. A supervisor usually rises from the ranks to that position, but if she shows genuine aptitude for direction of people she has opportunity for promotion to office manager or head of a department.

Stenographers in an insurance company always have the opportunity for advancement to a position as secretary to an executive. A

few women have progressed from secretary to positions as assistant to a major officer. For young women who begin without specialized training, this is one of the most challenging and desirable opportunities available in life insurance or any other field. When she arrives at this position she has offset any lack of specialized schooling by the years she has spent in the business itself. Her value to an executive is almost immeasurable. She can easily become an indispensable member of the executive's staff. She has created the job for herself and has molded herself to fit the job. She has achievement to her credit and great satisfaction will be her reward.

But are jobs such as these above briefly described, career jobs?

What Is a Career?

Perhaps in the consideration of career opportunities, some clarification of the meaning of career is needed. In general, modern usage subscribes to the definition that a career is a course of activity abounding in remarkable incidents and publicly conspicuous.

When a young woman finishes college and expresses an ambition for a career in business, there is some doubt as to the exact role she seeks. It is reasonable to assume that all young girls embarking on the adventure of their first job, aim to do better than others have done—to go farther and accomplish more. It is a normal ambition to seek work abounding in remarkable incidents or work that is publicly conspicuous. It is just as normal for the jobs open to young women entering business, to lack both those characteristics.

Almost none of the office jobs available to young women in life insurance will class as career jobs—even after years of successful progress, expressed in satisfactory recognition through promotion. And that is true in



LEARN ON A JOB IN A COMPANY OFFICE . . .

spite of the fact that the career quality is not so much inherent in the job itself as it is in the individual personality of the performer. Names of women who symbolize true career specifications come easily to mind: Mme. Chiang Kai-Shek as a stateswoman; Clare Luce in the field of politics; Helen Hayes in the theater; Sylvia Porter as a financial editor—are shining examples of women who have achieved brilliant careers—in different fields of endeavor. These and others have made careers for themselves, but in each case it appears that not what they do so much as how they do it, makes them rate as career women. An individual might conceivably make a career of almost any job, but the cruel fact remains that most people do not.

Perhaps more careers will be realized when women approach their work with a career as their objective. Many jobs abound in remarkable incidents but only an occasional employee is able to recognize them. It takes an unusual kind of young girl to be aware of the drama, excitement and challenge that the business world offers. It is particularly difficult to develop this consciousness when one considers a job simply as something to occupy the years between college and marriage. The young woman who works on this temporary basis must face the fact that it is unwise and actually unsafe to let any number of years elapse with no more vital objective than kill-

ing time. She may find that too many years go by before the right man comes along and that, meanwhile, she has built a reputation on the job of being a half-hearted worker. Far better, when the period of time she must work is indefinite, to tackle the job with determination to build a career and devote her whole effort in that direction. When the period is short and the young woman knows the time she will resign her job for marriage, she would do well, even then, to give the job her full mind and devote her out of office time to study and training that will equip her to make a success of marriage.

A Career in Selling

The surest path to a career in life insurance for women is in the field of selling. This opportunity is rarely open to young women just out of school. The sale of life insurance, when successfully conducted, is made where the purchaser has great confidence in the ability, the judgment and the integrity of the sales representative. The public, when buying life insurance, seems to feel that proper conduct of so vital a transaction can only be expected from maturity. The young woman who has native sales ability should not abandon life insurance as a career for that reason. Since there is so much that must be learned in order to sell successfully, she could begin studying the subject as she works on another job to



. . . TO SELL LIFE INSURANCE IN THE FIELD

add both experience and years. An office job in an insurance agency would give excellent opportunity for study and education plus experience of inestimable value for her sales work to come.

It is no longer necessary to proceed blindly in the search for a career. The natural aptitudes and interests of the individual are now predictable with a remarkable degree of accuracy. A young girl on finishing college would be well advised to avail herself of the service of a technician for determining, through psychological testing, her personal inventory of talents. If she possesses a native talent for sales, her course should be carefully charted to attain that objective.

The job of selling life insurance is never lacking in the first quality of a career. It abounds in remarkable incidents. It can easily qualify as publicly conspicuous because outstanding achievement by women in life insurance is news. Women have an advantage arising from the fact that life insurance has been a man's world for so long. Where the presence of women is still unusual, the successful woman is naturally conspicuous.

Woman's "Four Freedoms"

In addition to qualifying as a career, the selling of life insurance offers the rewards which every conscientious woman wants in a job. These major attributes are another four freedoms and they are vital to woman's satisfaction in her chosen career:

1. Freedom from unemployment. No greater hazard faces a self-supporting woman than the threat of unemployment as she grows older. In life insurance her value as an agent increases with her years. She is not subject to capricious dismissal. So long as she can produce or through intelligent service maintain the business written in the past, she will not be dismissed.

2. Freedom from discrimination. Women resent work where their compensation is dependent on any other factor than performance. Life insurance answers that need for women. An agent's contract is written the same for both men and women and the same first year commission is paid, whether the agent is the smallest producer or the leader of the agency in sales.

3. Freedom from monotony. Women who have the energy, the imagination and skill necessary for success in selling have a deep-rooted abhorrence of work that even slightly resembles the tread mill. The life insurance agent is never threatened with this trouble. Each prospect is a new personality; each sale is a new challenge; no two interviews are ever identical. The job of the woman selling life insurance is never one of dull routine.

4. Freedom for service. Women have a characteristic wish to be helpful. They want to feel and know that because of their effort some good has been accomplished. Tradition has conditioned them thus. There is a strong vein of altruism running through the heart and soul of women. Selling life insurance can fill this requirement in a singularly satisfying way. For a woman to know that because she did her work well, families are protected and held together; old people are able to retain the dignity inherent in financial independence—this is the epitome of satisfaction for a woman's impulse to be useful to human kind.

Young women who seek a career in life should find encouragement in the fact that Life Insurance is earnestly seeking career women.

Where there is Certainty,
there is OPPORTUNITY.

Life Insurance is built
upon Certainty, and
therefore Life Insurance
offers OPPORTUNITY
to the young man who
is seeking a career and
who likes people.



**The NATIONAL LIFE AND
ACCIDENT INSURANCE Co.**
of Nashville, Tenn.

TEACHER TRAINING FOR THE DEVELOPMENT OF WORLD RELATIONSHIPS



HARMON LOWMAN, *President, Sam Houston State Teachers College, Huntsville, Texas*

The importance of training teachers who will be able to develop an understanding of world relationships on the part of their students from the elementary level up, is emphasized in the following article. The author, a native of Texas, received his A.B. from Southwest Texas State Teachers College, M.A. from The University of Texas and Ph.D. from the University of Chicago. Before becoming President of the Sam Houston State Teachers College three years ago, he served as teacher and superintendent in the Texas public schools, as college professor and administrator and one year as Executive Secretary of Southern Methodist University.

THE success or failure of our country's participation in the organization of the post-war world rests on the training of our young people now in the armed services, in the colleges, and most of all on the training of the boys and girls in the American schools, because comparatively speaking, only a few of these secondary school students will receive college training. For this reason, the teacher who will develop world relationships in the grade and high schools must receive a particularly thorough and broad education in economics, languages, geography, government, and history. Above all, this teacher must be imbued with the desire to impress upon these young minds the necessity for better relations among nations, since whether we wish it or not, the world is already loosely bound together by rapid transportation and communication, and the peoples of the world will have to devise some practical plan of living together in peace, or the civilization of centuries will be lost.

History of Organization for Mutual Benefit

The idea of organization for mutual benefit has had a long, if precarious, history in human affairs. There was a league of Greek city states expanding into the Athenian Empire whose overweening ambition resulted in its

eventual destruction. There was a league of Latin cities, a nucleus for the development of the great Roman Empire which succeeded in imposing a kind of peace on the Mediterranean world for some four hundred years. After the collapse of Rome, the responsibility for maintaining world unity devolved upon the Catholic Church, heir to Rome's political organization. It was not, however, until the eighteenth century and the rise of humanitarian and democratic doctrine that the idea of organization for world peace, in the modern sense, took practical root in human thought.

The twentieth century has seen in action the League of Nations, proposed toward the end of World War I as Woodrow Wilson's program for peace. The essential idea back of Wilson's League of Nations was that permanent peace must be based upon justice to all nations. The Covenant of the League provided for the ultimate use of force, as well as the moral persuasion of economic sanctions. The weakness of the League lay in the fact that the member nations were not ready and willing to assume the obligation of exercising the powers provided by the League; they supposed that the rights embodied in the agreements creating the League constituted threats sufficient to coerce the aggressor nations. By experience we have learned that force, moral

and physical, is the final element that will maintain peace.

Now that the progress of World War II has reached the stage where victory may be predicted for the Allies, the four great military and industrial powers—Great Britain, China, Russia, and the United States—have assumed the leadership in planning for post-war peace. They have agreed, through their representatives meeting in Moscow on October 30, 1943, "that they recognize the necessity of establishing at the earliest practicable date a general international organization, based on the principle of the sovereign equality of all peace-loving states, and open to membership by all such states, large and small, for the maintenance of international peace and security." The Moscow Pact does not suggest a form of organization. From the experience of the League of Nations we know that whatever form the organization takes it must show a

willingness and ability to use force, when necessary, to curb aggressors.

The colleges are laying the basis for thinking in terms of an international order. At present, they can do no more than create in the student body a state of mind which will see the necessity of closer and better national relations in the future and of a more stable organization than we had after the last war.

The Training of Teachers for World Relations

At Sam Houston State Teachers College the training of future teachers of world relations is effected, first, by a broad education in the liberal arts, for we believe with Mirabeau B. Lamar that "Cultivated mind is the guardian genius of democracy; it is the only dictator that freemen acknowledge and the only security that they desire." Added to this foundation are courses in the Social Science depart-

THE UNIVERSITY OF PITTSBURGH

For The World That Is And For The World That Is To Be
trains doctors, dentists, nurses; chemists, physicists,
metallurgists; engineers, lawyers, teachers, business
men; good citizens—men and women with the
knowledge, the vision, and the will to hold a worthy
purpose and to go ahead.

Write to the Registrar

THE UNIVERSITY OF PITTSBURGH

ment, lectures by visiting speakers, observation and actual practice in teaching at the Demonstration School,¹ and the friendly association by the college with the University of Puebla, Mexico, and the American School in Puebla.

The attention of the social science student is directed to the work offered in the field of economics: an introductory course in the principles of economics, including the problems of money and banking, international trade and foreign exchange; a course in labor problems involving politics and legislation; courses in economic history covering a study of the capitalistic age, and in public finance and taxation, taking into consideration public expenditures, taxation principles and practices, and financial administration and legislation.

The student in the social science field is also urged to take advantage of the work offered in geography: a study of the geographic basis of society, the geographic basis of world trade, and world problems in political geography. We stress our environment by offering courses in the geography of Texas, and the economic geography of Latin-America, for a knowledge of our own region is essential as a background for a larger knowledge of the world.

Sam Houston has always considered that the first essential of an educated man is that he know his own language and literature and that he be able to express himself clearly in speaking and in writing. Toward this end, the college requires one year of training in the basic fundamentals of self-expression and one year in a survey of English literature. An advanced course is offered in world literature in translation.

In the field of foreign languages, Latin, French and Spanish are offered. Because of

the geographical position of Texas, we stress the study of Spanish, for we believe that a working knowledge of the Spanish language—the ability to read, write and speak that language easily and forcefully—is a necessity in order to understand and live peaceably with our Mexican and South American neighbors.

It is required that each student registered in the college take the course in United States history; in this course emphasis is placed on the past relations of the United States with other nations with the reasons why the relationships have or have not been satisfactory. In addition to a sound background in American history, a knowledge of European history is advocated. Among the courses giving the student a continental viewpoint are also two in the field of Latin-American relations: a history of the Americas and a history of the relations between the United States and Mexico.

For upperclassmen, courses are given in international relations involving the relationship of the United States with the European and Asiatic nations and the Latin-American governments, and the consequent problems of peace and war connected with these relations. The courses deal with such subjects as the League of Nations and the general outlook for internationalism. Lectures are supplemented by the assignment of a special problem to each student. The college is fortunate in having this course planned by a professor who has done much research and writing in the field of American diplomacy and in having the course taught at present by a professor equally well-trained and interested in world affairs.

Through the efforts of the College's International Relations Club and the Young Men's and Young Women's Christian Associations the college is able each year to bring to the campus lecturers on world relations. Most of these lecturers are secured through the Institute of International Relations.

¹ The Huntsville Public Schools serve as the demonstration school for the college and thus afford a larger laboratory school than would otherwise be possible in a community the size of Huntsville.

Value of Study of Geopolitics

In the Army Specialized Training Unit on the Sam Houston campus a course is given in geopolitics, a course in geography for war rather than for peace; yet the knowledge gained in this course, plus the actual experience in foreign countries which most of these young soldier-students will have, is an insurance that after the war they will not return to civilian life as advocates of isolationism. It is possible also that some of these soldiers may in later years become teachers in the American schools and that this training will be invaluable to them. The course surveys the great powers of the world as to economic systems, production, manpower, raw material, area, types of people; it presents a study of the languages of the world, the religions, density and distribution of population, and considers the background of the present war and the basis for a possible future peace.

Demonstration School Work

Since the formal education of a large number of American young people is terminated with graduation from public school, we regard the training in our demonstration school as particularly important. And, of course, the demonstration school is the laboratory for the training of our prospective teachers. Besides the regulation courses in civics, geography, and history, two courses are offered to high school students which are introductions to thinking in world problems. In the last year of the junior high school the study of world geography has recently been instituted. The first aim of this course is to develop in the student tolerance for the customs of other peoples. The interdependence of communities, states and nations is shown and some of the problems arising because of geographic and economic conditions are presented.

War or no war . . .

. . . as long as babies are born, and men and women grow old and die, as long as bread is bought with money, and fathers and mothers love their children, there will be a job for life insurance men to do.

Massachusetts Mutual
LIFE INSURANCE COMPANY
Springfield, Massachusetts
Bertrand J. Perry, President

A much more comprehensive course in world problems, open to seniors only, gives the college practice teachers opportunity to observe and teach world relations under the supervision of a well-trained and experienced teacher. The first object of this course is to impress upon the student the worth of the individual man, his responsibilities as a citizen in a democratic world. The review of United States history and foreign relations, of world geography, and an introduction to social problems are accomplished by means of lectures, by the student's writing and giving oral reports on directed reading of current books and periodicals, and by visits to the class of local experts and campus visitors in the field of public health, government, and foreign affairs.

The University of Puebla Field School

The establishment by Sam Houston College of a field school at the University of Puebla in Puebla, Mexico, has afforded our students the beginning of a practical education in international understanding and cooperation. Each summer a group of students under the supervision of college professors has the opportunity of studying Spanish, Mexican art and history at one of the oldest universities on the North American continent. The University authorities and the citizens of Puebla have extended hospitality to the American students which has enabled them to learn and appreciate the customs of the Mexican people, to know something of Mexican government and institutions, and to gain a fluent speaking knowledge of the Spanish language impossible to accomplish by mere classroom practice.

Because of the relationship between the University of Puebla and Sam Houston College, Mexican students are attending the Texas College during the winter months. These

Mexican and American students through personal friendship are learning to know, to respect, and trust each other as individuals, and in the future these college associations will further a better mutual understanding of the problems of the respective countries.

During 1943 the college had the privilege of sending three senior students as part-time teachers to the American School at Puebla. Two of these students were social science majors, and during their six months' residence in Puebla they had unusual advantages in visiting and studying the governmental and social institutions. All the students gained an idea of Mexico's tremendous problems in educating the masses of people and of the progress the government has made in that direction.

During the months of December and January, the vacation period for Mexican schools and colleges, six teachers in the American School at Puebla were visitors on the campus of Sam Houston State Teachers College. They spent the time visiting the college classes in theoretical education and the classes of the demonstration school. They lived in the college dormitories. They will take with them to Mexico some of the ideas underlying American education and perhaps in Mexico will be able to make use of some of the practical methods used in American schools.

It is our earnest desire at the college to give the future teachers of the social sciences an adequate background in world conditions, to create in them a state of mind that will enable them to see that future peace depends on a stable world organization, and to train them to maintain an open mind toward all proposals for such an organization, in order that a solution to these complex problems may be evolved surely, though slowly, through the will of the people. In the thought of the trained minds of today's youth lies the future peace of our country and of the world.

WILL WE OR WON'T WE?

An Industry and a Community Plan for Human Rehabilitation

C. C. SCHLINK, JR., *Industrial Relations Department, Caterpillar Tractor Co., Peoria, Illinois*



The following article, which describes the efforts being made in Peoria, Illinois, to facilitate the rehabilitation of disabled veterans, is an appeal to all business and industry to follow this example. The author is Chairman of the Employer Survey Committee of the "Peoria Plan" and is also coordinating postwar employment procedures for his Company. Mr. Schlink, whose work at Caterpillar was interrupted a year ago for service in the Army from which he later received a medical discharge, is Vice Chairman of the rehabilitation committee for servicemen of the U. S. Junior Chamber of Commerce.

THE American people were called upon during the prelude to war to expand and re-create as never before in the history of this country. We have boasted of our high achievements in the realm of material things. Since the Selective Service Act of October 16, 1940, our young men and women have willingly stepped forward to defend with their lives the ideals and principles they believe to be right. Thousands of men will never return from the battlefields. For them the only thing we can do is to preserve and perpetuate the things for which they died. Other thousands are returning suffering from physical limitations. For them we can do much if we prepare in advance properly to place and gainfully to re-employ them. Will we or won't we meet this real test?

Employment of Handicapped

Time is valuable in the placement of handicapped people, particularly the returning veteran. Delay is discouraging and demoralizing. To be better prepared for the placement of handicapped civilians and servicemen, Caterpillar Tractor Co. drew upon its many years of experience in the placement of our own industrial handicapped employees. By knowing what we have done in the treatment of

our handicapped people, we know better what we will be able to do.

"Caterpillar" made an extensive survey of the jobs which were being done by handicapped employees. With the results of this survey in mind, analyses were made of similar jobs in order to find additional jobs for men with similar handicaps. These studies involved the cooperation of the Personnel, Safety, Medical, and Training Divisions, as well as factory supervision. We then knew the types of jobs which were available in this plant for men who were limited physically. The physically handicapped who applied for employment were first interviewed by the Personnel Division, which had knowledge of the physical and mental qualifications demanded for the jobs. The usual complete medical examination given every applicant is supplemented in the case of the handicapped by a personal interview with the Medical Director, who, in cooperation with the Personnel Director, makes a careful, sympathetic analysis of the applicant's talents and abilities, and places him in that job where he can serve shoulder to shoulder with his fellow workers.

A physical handicap is a difference, possessed by some persons, which, though limiting physically, need not limit vocationally. If

we consider what the physically limited person has left and not what he has lost, we are better qualified to place the man on the proper job. Experience has shown that when a handicapped person is given his first opportunity for a real job, he proves to his employer by output and attitude that a good employee has been hired.

We impress upon the applicant the necessity for care and safety in his work. Supervision is instructed in the proper handling of these people through conferences conducted by the Training Department. Job Instructor Training is given all supervision and job trainers. The Safety Division makes certain that the accident possibility on the job is at an absolute minimum. Handicapped employees do not transfer to any other job without the consent of the Personnel, Safety, and Medical Divisions.

Caterpillar Tractor Co. has found that the vast majority of these people have a production and safety record far above normal. Their rate of pay is the same as normal individuals—they are shown no special favors and are earning their way and carrying their full share of the load regardless of physical handicaps. They will be given the same consideration as other employees in being retained on the job in post-war days.

We now have approximately 300 handicapped people in gainful and most useful work. Our classification of "handicapped" includes only those with major defects: loss of hands or feet; marked deformities, congenital or otherwise; loss of one or both eyes; loss of hearing or speech; and those recovered from tuberculosis, heart disease, etc.

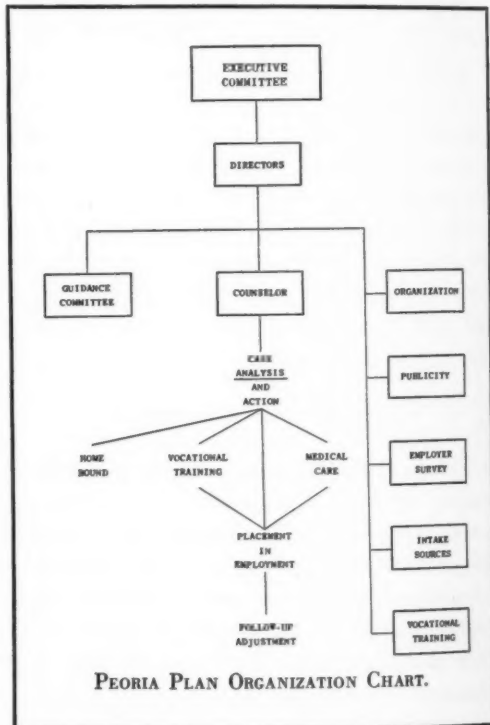
There is a tremendous feeling of security and independence generated in the hearts of these men when payday rolls around and they find their checks ready and waiting. The communities in which they live also profit.

These handicapped workers are good work-

ers—conscientious, capable and grateful for an opportunity to carry their share of the load, so the privilege of making the world more secure for them renders such a project doubly worthwhile. Because of wholehearted cooperation between all concerned, this program has proved a complete success. Our experience is proving invaluable in placing in essential and well-paid industrial jobs, men who have been wounded in our fight for freedom.

Peoria Plan for Human Rehabilitation

To assure the return of the handicapped veteran to a life as nearly normal as possible, Management recognized the necessity for a plan organized and developed by the whole community. Under the original impetus of Caterpillar Tractor Co., working through the Peoria Manufacturers' Association, the



Greater Peoria Area was organized and is being made ready to accept the physically handicapped who return from military service. The success of this program brought ministers, educators, businessmen, labor and social workers in a steady stream to establish the larger community program. The community efforts have been joined in what is termed "The Peoria Plan for Human Rehabilitation."

"The Peoria Plan" organization chart printed opposite is the framework of the community structure on which the burden of human rehabilitation rests. These general principles are time-tested and work-proved. We believe that in them lie the essentials of a comprehensive, efficient, and workable program which, multiplied many times by the number of cities, towns, and villages over the nation, will conserve the greatest of all American assets—useful and self-respecting human beings.

At the top of the chart is the executive branch, which is directed by a business executive and a medical director. The committee consists of a cohesive smaller group empowered to pass on policy. Branching to the right from this are the major committees, which are considered individually in this explanation.

The purpose of the organization committee is to enlist all phases of community activity—business, labor, church, school, veterans' groups, etc.—that are interested in the human rehabilitation problem. This group is mainly consultative for the purpose of promoting civic enthusiasm and dispatch. The publicity activities include winning public support through the means of the radio, movies, newspapers, plant publications, labor magazines, and speakers.

The employer survey committee undertakes in advance by means of a survey card to canvass all job possibilities in the community

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that handicapped men and women are capable of doing.

Vocational training aids come next. In Peoria, Bradley Polytechnic Institute, Brown's School of Business, and others, contracted by the government, are already doing rehabilitation work with some ex-service men. They offer both facilities and counsel.

A complete case analysis is effected, of course, by the counselor before any placement is attempted. Case action consists of proper placement, with complete records being kept for follow-up. Fully employables will find the transition relatively easy. Medical restoration is effected through existing agencies for those needing it, as is vocational training in the manner mentioned.

The guidance committee is a small group that acts as a clearing house for the final disposition of the case.

In conclusion, here is a brief summary of "The Peoria Plan."

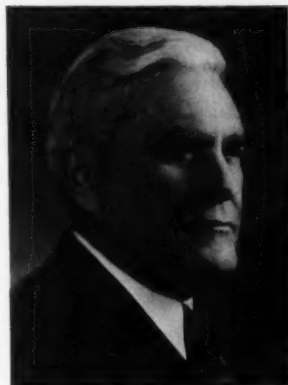
1. Now is the time to organize—do not wait until the disabled veterans return from the war.
2. A well organized program in each company is necessary for success. In some organizations, this consists of close co-operation between Medical, Personnel, Training, and Safety Divisions, as well as factory supervisors.
3. A survey of jobs is essential.
4. Employers of small groups can participate because of first hand knowledge of their jobs.
5. The production and safety records of the physically handicapped are above average.
6. Classification of handicapped individuals should be clarified.
7. "War neurosis" cases will benefit from quick employment with special attention given to individual cases.
8. Time is valuable. Soon after the handicapped returning veteran begins to look for a job, he should be properly placed. Delay is discouraging and demoralizing.
9. Giving proper placement and gainful employment to the returning Serviceman is more than a humanitarian gesture—it is sound business.

"The Peoria Plan for Human Rehabilitation" is a humanitarian program which is applicable to all post-war employment problems. It gives to every individual the opportunity to exercise his "God Given Right" to care for himself and his dependents. Above all, it demonstrates the willingness of all concerned to contribute their share in making the United States of America the outstanding example of true democracy.

AN INTERNATIONAL OFFICE OF EDUCATION¹

ALEXANDER J. STODDARD, *Superintendent of Schools, Philadelphia, Pa., and Chairman, The Educational Policies Commission*

The thesis presented below is that education must have a voice at the peace table and a constructive role in international relations after the war. The author, a member of our Executive Board, is a graduate of Peru State Teachers College, the University of Nebraska and Teachers College, Columbia University. He began his career as a rural school teacher, later became principal and has served as Superintendent of Schools in numerous cities. He was President of the American Association of School Administrators and has been Chairman of the Educational Policies Commission since its establishment nine years ago.



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THE last hope for an abiding peace in the world rests with education. Our enemies in this war have taught us what an effective tool education can be. They have acted upon the conviction that attitudes are formed by education and that those attitudes will be translated into action. They have, therefore, lavished upon education and youth almost unlimited attention, prestige, solicitude and resources.

They have used education deliberately to instill in the minds of their children and youth those ideas and attitudes that prepare them for war and world domination.

The regimentation of the Japanese and German youth, the inculcation in them of false principles and wicked standards of conduct, is largely responsible both for their evil designs and for the fanatical way they fight. The educational systems of Germany and Japan helped make this war. Left unchanged they can and will do it again.

"When victory is won we should see to it that the evil which has brought about the world catastrophe is attacked at the source—in the schools. If the minds of millions of children had not been poisoned in the schools of Germany, Italy, and Japan, their young

men would not have allowed themselves to be led like beasts to the slaughter for a cause contrary to all ideas of humanity and justice."²

To leave the educational systems of Germany and Japan untouched by the victors would be as great a mistake as to leave the Axis armament factories in good working order.

Need for Change in Axis Educational Systems

Some people say that we should not touch the educational systems of enemy countries because our enemies would not like it. When war was forced upon us by Germany and Japan we did not ask ourselves whether those countries would be gratified over our destruction of their transportation systems, their economic systems and their political organization. We set about destroying all of these with as great a thoroughness as was in our power. Why, then, should we suddenly turn squeamish about changing their educational systems which are even more dangerous to the peace of the world?

When this war is won, the United Nations will be able to choose whether the educational systems of the Axis countries shall be allowed to lead us into another war by continuing to

¹Credit for help in preparation of this article should go to Dr. William G. Carr, Secretary of the Educational Policies Commission, and to "Education and the People's Peace," a recent publication by the Commission.

²Mm. Chiang Kai-Shek—Oct. 11, 1942.

make knaves and fools of their own innocent children or whether they shall be compelled to mend their ways. If we choose the latter, the United Nations will have as one of its duties the dismissal of all Axis school officials and teachers who are distinguished by strong anti-democratic tendencies and their replacement with teachers from the Axis countries who can be trusted to do a competent and honest job with their own children. It is to be hoped that there are such teachers still alive in Germany and Japan and that there are enough of them. If not, let the schools be closed until teachers can be prepared who will do a trustworthy job. It would be better to let the children of Germany and Japan grow up untutored than to have their minds twisted and their virtue destroyed by the kind of teaching that has been imposed on them in the past ten years.

Not only are the United Nations faced with the task of stopping the perversion of education in the Axis countries and reversing the trend, but also they have before them the job of re-educating Axis youth who from babyhood have been indoctrinated with Axis ideals. The task of counteracting the poison that has been poured into the intellectual life of the children, youth, and adults of those nations will challenge the best educational thought and leadership that the world can produce.

The United Nations must also undertake the task of formulating plans for educational reconstruction in the countries to be liberated, in lands where teachers have been killed, libraries burned, school houses destroyed and cultural activities bled white.

After the schools of the world are again in operation, there still remains an enormous and vitally important task—that of making certain that the educational systems of the world will never again serve as breeding grounds for war. Therefore a continuous study of education in all parts of the world must be main-

tained to see that education for militarism, aggression and attitudes conducive to war is reproofed publicly, and that facts regarding such education are widely known.

"If it is our purpose to bring war under control, no nation can be permitted to indoctrinate its youth toward war . . . It will be important for the international system to have a power of inspection which can prevent the use of national educational processes for the inculcation of warlike purposes."³

Value of an International Agency for Education

Finding solutions to all the educational problems that we now face and those that will arise and working out detailed plans for putting them into operation are gigantic undertakings. Not only is it too big a task for any one nation to assume but by its very nature requires the cooperative efforts of all nations interested in world organization. It also calls for the best judgment and knowledge that the educators of the world can supply. A permanent international agency for education is therefore urgently needed.

The role of the United States should be one of vigorous leadership. This country has made an unusually extensive use of organized education, it has made advanced education for all its people widely available, it has an extended experience with the instrument of universal education as a safeguard of free institutions, it is carrying large responsibilities in the prosecution of the war, and its educational facilities have been less impaired by the war than those of any other major member of the United Nations. For all these reasons, the United States is peculiarly qualified to assume leadership in the formation of United Nations educational policy. It is imperative, therefore, that an informed and aroused pub-

³ Commission to Study The Organization of Peace, Feb., 1943.

lie opinion be developed at once in this country with reference to the role education can play in the establishment of a lasting peace.

Many Americans feel sure that, if we are to have a better world in the future, we must create some sort of political, economic and legal international institutions. The fact that we also must have an international *educational* agency seems to have occurred to few people outside the field of organized education. It is decent and wise to help provide a growing measure of economic security and prosperity for all men and all nations. But economic well being and political organization together are insufficient, however essential. War will not be brought under control merely by providing men with legal codes and enough to eat. The vital force that makes for peace or for war is to be found in the attitudes and values of the people. The creation of these attitudes and values is part of the process we call education.

Some people fear that an international agency for education would be a costly undertaking. Its value would be great, they say, but our people would not be willing to pay for it. However, if we compare the amount of money needed for such an agency with the budget of The International Labor Office—a roughly parallel attempt in social organization on an international scale—we find that an international agency for education would cost this country about three-tenths of a cent per adult per year.

There are those who feel that the United States will have to give up some of its sovereignty if it joins with other nations in trying to solve the educational problems of the world. However, our people have had a long history of experience in giving up things in order to get something better. When our states united under the Articles of Confederation they gave up such sovereign rights as the right to declare

war, the right to regulate currency and the right to make separate alliances. When they accepted the Constitution they gave up still more in order to create a strong nation. In more recent years, we have not found our sovereignty seriously endangered by our co-operation with other nations in the realm of international law—regulation of the use of poison gas, for example—or in agreements regarding World Trade. It does not seem reasonable to assume that educational cooperation would involve more of a sacrifice.

Just after Pearl Harbor when it looked as though we might lose this war, we Americans were ready to go to any length to keep the enemy from our shores. As our armed forces began to win more and more battles there was a tendency to relax in our efforts and to assume that the war was on its way to being won. Our military leaders had to keep reminding us that winning battles was not winning the war and that the time to redouble our efforts was when the enemy was on the run.

The same warning must be given in the fight for enduring peace. A spectacular victory has recently been won. The Moscow Agreement has been signed. Sections of it have been incorporated into a Senate resolution which passed by a vote of 85 to 5. These are encouraging signs. But we can not now sit back and say that the peace is won. This is the time to redouble our efforts in making sure that we shall not lose the peace.

A Program of Adult Education

Any program to educate for active and enlightened public opinion in this country must rest upon an understanding of what the American people think the war is being fought to achieve. Public opinion on war aims seems now to have developed to the point where it expects to achieve, with victory, something more than mere survival or passive defense, or more security against the possibility of future

attack. We are beginning to see the possibility of achieving a far greater result—a desirable outcome, not alone for Americans, but for all people. We intend not only that our free way of life shall survive, but also that it shall spread and flourish.

A program of adult education is needed to establish, in the minds of our people, a few clear understandings.

First, that some other way than war must be found to bring about necessary changes in human relations. Our free institutions require a stable and peaceful world in order to survive. The only method of peaceful change that has been reasonably successful has been the method of open co-operative discussion action. Hence, it will be necessary to accompany any proposed peace plan with plans for the extension of freedom of discussion and teaching and for the provision of universal education.

Second, that democracy means a world in which all men and women have an opportunity through their own exertions to achieve mental and economic security for themselves and their children. This security will have to be earned. It will not be given as charity, but the opportunity to achieve it must be universal, equitable, unalienable and genuine.

Third, that democracy requires a world in which full use is made of the productive capacity of all nations for goods and services. Our present technical skills and productive resources are more than sufficient to provide for the minimal needs of food and shelter for all people. As science and technology develop new methods for production, the various refinements of living—of food, of clothing, of shelter, of cultural life—can be made available to all men.

Fourth, that democracy requires a world in which all people have religious and intellectual freedom. People have a right to think and be-

lieve as they please provided that their opinions and beliefs shall not lead them to actions which destroy the liberties of other people. In practice, this means free access to knowledge, untrammelled teaching, and the universal availability of educational opportunity.

Fifth, that the real goal of this war, and the only goal worthy of its sacrifices, is the establishment of a just peace. We must learn our way around among the various principles and types of international organizations that have been tried or suggested. We must develop a strong feeling of responsibility for world order. We must consider the limits to which we are prepared to go in joint international commitments. We must achieve mutual friendship, appreciation, and confidence with the people of other United Nations. We must emerge from this war a stronger and more purposeful democracy than we were when it began. We must develop an understanding of international issues too strong to be shaken by specious slogans. Only education can strengthen in our adult population the sense of civic responsibility and help it to reach intelligent decisions; only education can prepare the oncoming generation of youth to approve and carry out these decisions.

In this enormous task, all forms of organized and informal educational services should be mobilized. The press, radio, cinema, theaters, churches, youth organizations, civic and cultural organizations, government, professional associations, labor, unions, business organizations, women's clubs and farm groups as well as schools, colleges and libraries, have a part to play. The individual citizen has a great responsibility, for upon his initiative and activity will depend in large measure, the success or failure of this campaign of enlightenment.

Movements Under Way

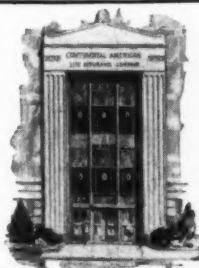
The movement to give education a voice at

the peace table and a constructive role in international relations after the war is now gaining momentum. There has been a sharp upsurge of interest in this subject among educators, sociologists, students of international law and international relations, political scientists, and public officials, both in this country and abroad. In England, a report on *Education and The United Nations* has recently been published and has been republished in this country by The American Council on Public Affairs. The Educational Policies Commission has issued a document entitled *Education and The People's Peace*, which proposes specific steps toward a more constructive use of education in international relations during the War, and in the future. This document is being translated into Chinese and Spanish. In September, 1943, there was held at Harpers Ferry, West Virginia, the first meeting of The International Education Assembly, a non-official group, but representative of nearly thirty of the United Nations and Associated Nations. The report of this meeting, "Education and International Security," has just been published. The Commission to study the Organization of Peace and The Universities Committee have both issued reports on this subject. The National Education Association is supporting a proposal for a permanent in-

ternational office of education after the war and for a United Nations Conference on Educational Policy, analogous to The Food and Relief Conferences. Ministers of education of exiled governments, with observers from many of the other United Nations, are meeting regularly in London. Last October the first Conference of Ministers of Education of The American Republics was held in Panama. The United Nations Relief Association has agreed that educational reconstruction in the occupied countries within certain limits shall be considered an appropriate part of the total program of relief and rehabilitation. In December, 1943, an American Association for an International Office for Education, consisting of leaders in industry, labor, religion and education was formed.

Out of all this and other activity there is emerging a conviction that educational policies are an important element in our present hopeful planning for a more just and peaceful world.

This, however, is not the time for complacency. It is the time for every American to be aware of the contribution that education can make to enduring peace and to be active and vocal in insisting that education be given its opportunity.



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CAREER OPPORTUNITIES FOR WOMEN IN POLICE SERVICE

V. A. LEONARD, Head

Department of Police Science and Administration
The State College of Washington
Pullman, Washington

Very little thought has been given to career opportunities for women in police service, yet a very great need exists for women professionally trained in this work, according to the following. The author served twenty years as an officer with the Police Department of Berkeley, California, under Chief August Vollmer, internationally noted police authority and consultant. Mr. Leonard is author of "Police Communication System" and numerous articles in police journals.

IN September, 1941, the Department of Police Science and Administration was organized at the State College of Washington, in Pullman, giving full academic recognition to the professional training requirements of police service. Superbly equipped for this work, the facilities of the Department include a modern scientific crime detection laboratory, auxiliary equipment and a police library that is equal if not superior to any other existing collection of police source materials in the United States.

The Department offers to qualified young men and women who seek a career in the police field, four years of professional training leading to the Bachelor of Science degree. Students demonstrating a high order of performance during undergraduate years may be admitted to graduate study and research in the police field. At the college level of professional preparation, the student acquires a knowledge of modern police science and administration which could otherwise be obtained, if at all, only through decades of experience. In addition, he enjoys the benefits of a broad cultural education necessary for ultimate advancement to positions of responsibility in the service. The technical police courses are inter-related with collateral offerings in connecting scientific fields so that the four-year program is an integrated preparation for the young man and young woman

who aspire to a professional career in the police field.

Based upon the Vollmer system of police administration, tested procedures are taught and demonstrated in a training program equal in scope and severity to the university curricula of other professions. Opportunities are afforded for specialization in nine specific branches of police service. A complete four-year program is offered in each of the following fields: General Police Administration, Police Records Administration, Police Personnel Administration, Police Communication Engineering, Scientific Crime Detection, Deception Detection, Traffic Regulation and Control, Delinquency and Crime Prevention, and Teacher Training.

Despite rigid entrance requirements, enrollment in police courses at the State College of Washington has expanded steadily during the past three years. Opportunities for placement are already on file in sufficient number to absorb the entire output of the Department for the next five years.

Delinquency and Crime Prevention

Of particular interest at the present time is the curriculum in Delinquency and Crime Prevention, which has attracted to the police major an increasing number of qualified young women. With the shift in police emphasis to prevention as the ultimate approach



AT PULLMAN, THE RESOURCES OF A MAJOR EDUCATIONAL INSTITUTION ARE GEARED TO A POLICE TRAINING PROGRAM COMPARABLE IN SCOPE AND SEVERITY TO THE CURRICULA OF OTHER PROFESSIONS.

to delinquency and crime control, trained young women are now presented with the opportunity for a distinguished career of service and achievement in the police field.

It has been said that every time a police scout car answers a call, its destination is some social problem. Working forever at the explosive center of behavior situations, the police are in a strategic position to assume the role of leadership in the community-wide approach to this number one social problem. The police of today are now confronted with this challenge, and its acceptance implies trained personnel from the top to the bottom of the enterprise who understand the factors

involved in the social equation. It requires trained officers and trained policewomen schooled in the psychological, sociological, psychiatric, economic, physiological, biological, pathological and legal aspects of human behavior. It calls for trained men and women familiar with the techniques involved in the case work approach to behavior problems encountered by the police. Of even greater importance, it implies a trained police personnel conversant with the procedures employed in the discovery of developing behavior problem cases at the pre-delinquency level, their diagnosis and adjustment. And further, it involves a knowledge of the methods essential to success in mobilizing leadership and resources

of the community into a coordinated program.

This is not a description of the police service of tomorrow! For thirty years these concepts have been employed by police administration in Berkeley, California, where crime and delinquency have been held to a record low for all cities in its population class. Not less significant is the fact that the citizens of Berkeley enjoy this high order of police service at a lower police cost per capita than in any other city of its class in the country.

Operating under mandate from society to achieve crime control, the police are bound to accept the responsibility of leadership in the community. There is no escape from the thesis that all approaches to crime control, whether enforcement or prevention, must of necessity pivot on intelligent police adminis-

tration. In this effort trained policewomen are destined to play a major role.

The Universities' Responsibility

It has now been demonstrated that a professional police training program at the university and college level can be formulated and placed in operation within the framework of the highest existing academic standards. The universities and colleges of this country can no longer evade their responsibility to the public service in applying their training resources to the professional needs of the police field. Occupying a focal point in the social order in the approach to crime control, police administration must receive without further delay the same academic recognition accorded other professions.



The newest publication of SCIENCE RESEARCH ASSOCIATES is John R. Yale's Occupational Filing Plan, which offers a simple, easy method of handling pamphlet material on jobs and employment conditions. Prepared to meet a real need of educators, guidance workers, employment officials and Selective Service Reemployment committeemen, it will also be helpful to businessmen, club program chairmen and others seeking to organize vocational information. The Occupational Filing Plan consists of three parts—the printed guidebook, "How to Build an Occupational Information Library," which contains a basic, alphabetical list of fields and occupations covered by available publications, together with suggestions on collection and organization of a pamphlet library; seventy-five File Folders, printed with the list of fields and occupations; and fifteen Out Cards for recording the removal of file folders. The price of the complete Plan is \$4.00.

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VOCATIONAL OPPORTUNITIES FOR STUDENTS OF MODERN LANGUAGES

THEODORE HUEBENER, *Acting Director of Foreign Languages,
City of New York*

In compliance with a request received from one of our readers, we are presenting the following which discusses vocational opportunities for students of modern languages. A native of New York City, the author received his A.B. from the College of the City of New York, his M.A. from Columbia and his Ph.D. from Yale. He taught in the grade schools, high schools, evening school, Hunter College and City College. Dr. Huebener, who has made a survey of secondary schools of England, France and Switzerland, is the author of numerous articles and six textbooks.



Photo Blackstone Studios

THERE have always been interesting and fairly remunerative positions available for young people with a good working knowledge of a foreign language. At the present time the opportunities for making vocational use of such an ability are unusually numerous. Business, and especially the Government, is urgently in need of competent persons who are well-trained in a modern language. In view of the dominant role which the United States will undoubtedly play in foreign affairs in the post-war world, the demand for graduates with linguistic equipment will undoubtedly be maintained. However, a few words of caution are in order.

A knowledge of a foreign language does not, in itself, particularly help in getting a job. (Otherwise, such positions would all go to recently arrived aliens.) It must be accompanied by a good knowledge of the English language, and some other advanced training, skill, or experience, in order to be vocationally useful. This is especially true of Spanish, which, with the enthusiastic promotion of the Good Neighbor Policy, appears to have a very bright future. A knowledge of Spanish should be accompanied by some special skill such as stenography, accounting, engineering, salesmanship, advertising, or Spanish shorthand.

This statement is equally true of any of the other languages.

Furthermore, it is very difficult at this time to make definite promises about the future. After the last World War there was some expansion of our trade with Latin America, but not nearly so much as was expected. The same may be true after this war, however much we may think that improved relations due to the Good Neighbor Policy and various political and economic factors are favorable for a wider and more permanent expansion.

In the case of French, it is impossible to make any predictions about the future of France or of the French Colonial Empire. All one can say is that at the end of the war, a knowledge of French will be as great an asset as it ever was. In the gigantic work of reconstruction and in the expansion of foreign trade, this language will undoubtedly be extremely useful.

If Germany is occupied, a vast army of administrative officials with a thorough knowledge of German will be needed. Furthermore, it may be quite a while—as it was after World War I—before diplomatic relations with the Reich are resumed and in the interim the censorship of mail is likely to be maintained. Within the past month the Censorship Bureau

and the O.W.I. sent out several rush calls to the schools, having experienced a dearth of persons adequately trained in German.

With the concentration of attention on the Reich, it is generally overlooked that German is spoken by 68% of the Swiss, by the Austrians, the Alsatians and by considerable blocks of population in Russia, Hungary, Czecho-Slovakia, Poland and the Baltic States. Millions of Germans, possibly separated from the Reich by the peace treaty, will have to be dealt with in their native tongue.

Again, with reference to our future commercial relations with South America, another word of caution must be interjected. Like the United States, the Latin American countries limit the number of outsiders to be absorbed. International labor laws restrict, rather severely, the employment of people from other countries. In fact, many firms with wide interests throughout Latin America, employ in their business offices nationals of these countries, who know English, and much of their correspondence is conducted in English.

With the strengthening of relations between the United States and Brazil, interest in Portuguese, the language of our southern neighbor, has increased greatly. Portuguese is now taught in several high schools of New York City and at many of the colleges. It is worth noting that Brazil is the fourth largest country in the world and the largest country of South America, exceeding in area even the United States. Our commercial relations with Brazil promise to be of the happiest, since that country is largely undeveloped, possessing an unlimited supply of a score of raw materials which we need urgently and lacking many of the manufactured goods of which we have an abundance. At present, the demand for persons of various skills who also know Portuguese far exceeds the supply. This includes stenographers, salesmen, engineers, technicians, supervisors, nurses, teachers, etc.

Private business has always employed thousands of people largely because of their knowledge of one or more foreign languages. Such opportunities appear in international banking, international trade, publishing, broadcasting, the motion picture industry, social service, journalism, libraries, research bureaus of industrial corporations, and in secretarial work for international executives, diplomats, men of letters, etc.

In our larger cities positions such as court interpreter are available to young people with facility in foreign languages. These are under the municipal civil service. There are similar positions with the Federal Government. Information regarding positions with the American Foreign Service may be obtained from the Secretary of State, Washington, D. C. A useful pamphlet is *The American Foreign Service*, Department of State Publication, No. 1771, issued by the United States Government Printing Office, Washington, D. C.

Suggestions to Students

In preparation for possible positions with business houses or with various government agencies, students should plan their high school and college courses carefully. Students enrolled in any course—academic, commercial, pre-engineering, scientific, art, or agriculture—may find their foreign language vocationally useful if combined with other skills.

Academic students may prepare for the following positions: executive in the foreign department of a firm; consular and diplomatic service; research worker; hostess on air lines; journalist (foreign language publications in the United States run into the thousands); international lawyer; scientific research; translator or interpreter; teaching the foreign language here, or English or other subjects in foreign countries.

A pre-engineering student, who has a good

knowledge of a foreign language, may use it to advantage in aviation, all types of engineering, geology, paleontology, physics, sanitation and transportation.

Commercial training which has included foreign languages should fit a student for export, shipping, advertising, banking, salesmanship, etc. Students who are interested in any of these fields would do well to familiarize themselves with such publications as "The American Exporter," "Guia de Importadores de la Industria Americana," and the "Export Trade and Shipper." There are also agencies specializing in foreign language jobs; of those in New York the Beacon Foreign Language Bureau and the Job Finding Forum of the New York Advertising Club may be mentioned.

The extent to which a knowledge of foreign languages enters into American business is not fully appreciated by the average person. A very well known soft drink concern reported that a few years ago the sales of its beverage were greater in Germany than in the United States. At present this concern is getting out a neat little booklet in Spanish for the domestic market and plans to follow this with brochures in six global languages. It has undertaken an extensive foreign language advertising campaign in our papers and magazines.

When we consider that millions of people

in the United States are of foreign origin and that in large sections of our metropolitan areas English is practically unheard, it is apparent how valuable facility in a foreign language may prove to any businessman. There is practically no community in the United States in which some German and Italian are not spoken, and in large areas of Texas and New Mexico Spanish is the current language.

As for music, especially vocal, German and Italian are almost *sine qua non*. Our opera is produced in the foreign tongue. Furthermore, every year many plays translated from other languages are presented in our theaters.

Teaching is also an attractive field. The demand for well trained teachers of foreign languages is fairly constant. The demand for instructors in Spanish is increasing all over the country. In certain states such as Texas, California, Florida and New Mexico, Spanish has been introduced as a subject in the elementary schools. Students planning to teach a language, should, however, provide themselves with another major, since in many schools it is now necessary to teach more than one subject.

The possibilities, then, of using foreign languages vocationally are numerous, varied, and interesting. However, as cautioned above, facility in a foreign tongue should always be accompanied by a good knowledge of English and some special skill.

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PLACEMENT, FOLLOW-UP, AND CONTINUATION TRAINING



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JOSEPH O. MCCLINTIC, *Social Service Department, Pasadena Junior College, Pasadena, California*

The importance of a well-coordinated placement program, which allows for as little duplication as possible, is set forth in the following, which discusses various placement efforts in the Pasadena City Schools. The author, who secured his A.B. from Central College, Mo., his A.M. from the University of Missouri and his Ph.D. in Economics from the University of Wisconsin, has been at Pasadena since 1930. He was on leave with the War Production Board as Senior Economist for some three semesters.

SOME three years ago, the General Education Board made available to the American Association of Junior Colleges a grant for the purpose of making a broad study of terminal education. The general study was divided into nine parts and as many institutions were selected to carry on locally these nine projects. Pasadena Junior College was chosen to develop the section indicated by the title of this article. Since other institutions have been engaged in developing other phases of the field of terminal education, the general philosophies underlying the area have not been touched upon in the Pasadena report. Also, it is obvious that the limitations of space make full treatment of the report impossible. Therefore many aspects are omitted or treated in a very sketchy manner. Because of the character of this journal and the clientele which it serves, placement has been given primary emphasis and only the general nature of other sections of the report have been indicated.

In the opinion of those responsible for the Pasadena study, the most valuable service which might be rendered to other schools by the study would be the discovery and setting forth of procedures, trends and other similar data which would aid them more adequately

to initiate, develop and adjust programs in the fields under consideration. The variety of experience through which these activities have passed, the adjustments which have been made as a result, and the potentialities of the future make valuable a rather detailed discussion of the Pasadena situation. Other types of development, as represented in other institutions, have also been presented in order that the reader may choose the type and experience which seems most valuable in the light of local needs.

In general, judgments and conclusions are made in the process of developing the report, for it is believed that thus they will be of greatest value to the reader. This makes difficult an inclusive summary of conclusions and recommendations separate from the basic context, therefore such a summary was not attempted, and consequently cannot be reproduced here.

Rules of Procedure in Placement

The first principle which should be kept in mind as the placement area is approached, is that placement is only one step in the complete vocational education and vocational guidance program. The second is that the placement service should be available to all. With a

sound background to operate from, the experiences of institutions with functioning programs provide a number of practices or rules of procedure which will be of value. These are both positive and negative in character, or, in effect, do this and don't do that. Prominent among these are the necessity of carefully planning and developing relations with the local community, of avoiding undesirable duplication of contacts with employers, of making available the accumulated information on students to placement workers in the form in which it is to be used, of carrying out appropriate follow-up programs, and making sure that the persons entrusted with the program are adequately trained for the task. General experience indicates that the coordination of all phases of the program, of all individuals or groups which bear a relation to the placement work, is a major goal and task. As the placement program develops, it needs to be properly integrated with the training and guidance of the students, and the necessary adjustments made in the total program to keep in touch with the changing needs of the community in which it is developing.

Since the experience of Pasadena in the field of placement has been rather extensive and diverse, the report deals with this in considerable detail. Placement programs in general may take one of three directions or a variant of these. The problem may be carried

on as the province of the school and as little liaison as possible maintained with the public agencies operating in the field. At the other extreme is found the practice of turning over to the public agencies as much of the placement activity as possible. A third possibility is found in the development of a cooperative program in which the public agency and the school assume joint responsibility for the program, and contribute the best of their thought and resources to its development. This latter program is substantially the category in which the Pasadena experience should be classified.

The most defensible program for placement would seem to be one in which the diverse elements interested in placement are most effectively coordinated. Undesirable duplication, whether of records, contacts with employers, or of other types of activity, should be eliminated. In achieving this goal, many schools find numerous factors to be considered. Smith-Hughes requirements may dictate specific activities in technology. George-Deen aid brings work in business education into the picture. Using Pasadena as a case study, the complications increase with the development of the Lockheed 4-4 plan and the school-work program, as well as with the activities of the dean of women and the dean of men. The operations of the Junior Employment Service have been interrupted by the war and its attendant manpower circumstances.

Philadelphia Electric Company

BUY U. S. WAR STAMPS AND BONDS

Junior Employment Service

While certain steps leading in the direction of coordination were taken before the establishment of the Junior Employment Service, this Service represented the most decisive step in that direction. In the establishing of this Service an agreement was entered into by the Superintendent of Schools and the Manager of the local office of the State Department of Employment, defining the personnel, their duties, the provision of facilities, and the supervision of activities.

At first no separate junior college department was established in the local Department of Employment. All junior applicants were interviewed, classified, and placed by the Department of Employment staff. The school coordinator visited business and industrial firms to obtain occupational information as well as to interest the employers in hiring young applicants. The work of the coordinator involved a two-sided responsibility, on the one hand to develop the demand side of the placement function, and on the other to bring together the information of all kinds, necessary forms, and take the steps needed to prepare the labor supply for this demand.

The difference in needs and qualifications of junior applicants from those of adults made advisable the establishment of a separate junior department. The school coordinator interviewed all the applicants who attended the Pasadena City Schools and was responsible for the placement of these individuals, but the limited staff made it impossible to handle those in the community who did not want full-time employment or had not attended the local schools. As a result of these experiences and obvious needs, the State Department of Employment added an interviewer and a clerical worker to assist in the interviewing and placement of all junior applicants. The Junior Employment Service was

under the supervision of the school coordinator, who was jointly responsible to the local manager of the State Department of Employment and the superintendent of the City Schools. Functions were so organized that all types of applicants were being served. It is worthy of special mention to find *three* agencies, the Junior Employment Service, the California State Employment Service, and the Pasadena (City) Vocation Bureau, coordinating their activities in the field-visiting program to avoid duplication, save time, et cetera, and from this program all three profited in the information which was gained.

As the number of young people seeking employment through the Junior Employment Service increased, the staff was enlarged and procedures streamlined. Space does not permit description of the specific improvements made, but real progress developed in the coordination of the school facilities with the State and in the technical details of organization and administration.

The war economy and its demand for manpower have so affected the employment situation that for the period of such demands the regular activities of the Junior Employment Service have, so to speak, been placed to a considerable degree in a sort of state of suspended animation. With the passing of the war emergency the problem will recur in a form and to a degree which at the present time is impossible of accurate prediction. Foreseeing this situation, the Superintendent of Schools has set up a committee, comprised of representatives of both the United States Employment Service and the City Schools, the purpose of which is to follow closely the developments of pertinence and to plan to meet the needs as they develop. Since the developments cannot be accurately foreseen at this juncture, wisdom dictates that definite statements as to just what Pasadena plans to do are not in order. It is expected, however,

that there will be an important increase in the guidance and counseling personnel of the Junior College and that adequate steps will be taken to assure the competency of this staff, for a high degree of training and specialization in the field will be necessary.

Just what relations between the United States Employment Service and the Schools will be cannot be seen now. The United States Employment Service office is at this time unable to determine just what degree of development will be forthcoming as a result of policies set up by Congress and the Executive Department in Washington. For that reason, among others, it cannot now be said whether future programs will be prominently those of the United States Employment Service, will be cooperative in character, or will be mainly local with federal aid of fiscal nature. In the meantime, the part-time plans are receiving proportionately more emphasis.

Lockheed Plan

Two procedures in the work program have been developed sufficiently to merit description as satisfactory, though they do not complete the list of procedures in operation or being contemplated. The first of these is the Lockheed 4-4 plan. When all administrative details had been completed, 171 boys started to work full time at Lockheed Aircraft Company on February 1, 1943. On March 1, these boys returned to school and a group similar in number took their places at Lockheed. The plan alternates these two groups, each to have four weeks full time at the plant, then four weeks full time at school. Full time means eight hours, with each class lasting two hours instead of one and the entire program extending throughout the year, twelve months. On the whole, reports have been excellent, especially from the standpoint of the aircraft company. A very carefully organized and meritorious rating plan is used.

As a placement function, the Lockheed plan is at present treated independently. The staff of teachers is assigned full time to this work and the coordinator-counselor also devotes full time to this work. The special character of this program and the exclusive nature of the student group has shown this status of independence to be desirable and necessary for the most effective functioning of the program as now constituted. The independence of the program does not involve the duplication of contacts or records which would be present in many other cases if independent status were maintained. The project will continue at least for the duration of the war, and in view of its success, it is hoped that the plan, with the development of an acceptable apprentice character, will become a permanent feature of the training given at Pasadena Junior College in the area related to aviation. Any plan which may in the future be worked out to accomplish this goal should make adequate place for due emphasis on the educational program of the students and sufficient control and guidance of the plan on the part of the Junior College.

Agricultural Phase

The agricultural phase of the school-work program is handled somewhat differently. Here the orders are placed with the United States Employment Service, are relayed to the school system, and the recruiting counselors at the individual schools contacted after analysis and approval of the request. Necessary work permits and transportation are handled at the Child Welfare Department, and, if possible, special instructions given to the students before they go on the job. Out of the Pasadena experience, those working with this program suggest that (a) existing agencies and facilities should be used, (b) teachers make good student-worker supervisors, (c) such organizations as the Y. M. C. A. have

had the experience necessary to make suitable camps, (d) the Child Welfare Department is best fitted by experience to handle the details of work permits, legal details, et cetera, the Guidance Department to handle selection, orientation and personnel records, (e) the safest means of transportation should be used, public carriers if available, school busses if properly insured, and (f) the United States Employment Service should be used for the contacts with employers.

Governing Policies

Underlying the policies governing all of the school-work programs fostered by the Pasadena Schools is an important principle which has been adhered to consistently by the school administration. As expressed by the Superintendent of Schools, "We must provide for our boys and girls an education that is both flexible and sufficient." It must be flexible to permit those youth to assist in the war effort today and tomorrow, and it must be sufficient to allow them to continue their chosen careers as good citizens after the war. The policies based upon this principle are likewise simple:

1. Every youth should be strongly encouraged to obtain his high school diploma (12th year), even if it requires night school, summer school, or correspondence.
2. Every effort must be made to prevent exploitation of the students in any work activity.
3. Proper supervision must be provided, both in school and in work positions.
4. Critical cooperation with other agencies should be maintained.

Under the California law, it is possible for students, sixteen years of age or over, and in some instances younger students, to drop out of school and take a full-time job with the

exception of the four hours in school which the law requires. Work permit issuance for this type of work is directed by the part-time continuation school. As set forth in the full report, a number of agencies have been working rather independently of each other in the placement activities, each trying to place students in jobs in which they were interested. The establishment of the school-work office made possible a central clearing house for all requests for labor. It also made possible the establishment of contacts between work coordinators and the employers. These coordinators visit the places requesting employees, analyze types of jobs available and check to see that they are eligible to be filled by minor labor under state and federal laws. The establishment of this office made possible the central use of records dealing with each student within the junior high schools and the Junior College maintained by the Guidance Department. The present organization is an emergency one arising out of the crisis which confronts us. Whatever the character of the post-war system, it is to be hoped that the benefits of sufficient centralization to ensure efficient functioning, the prevention of undesirable duplication, the maintenance of permanent records, and contacts with business and industry, may be achieved. Through such an office, whatever form it may take, the merchants and industries can channel their relations with the school, and find it a focus for all matters pertaining to vocational plans and opportunities of the students.

As a part of the general study both graduates and employers who had used the Junior Employment Service were asked to evaluate the Service and valuable data were gathered as a result. The common practices of Pasadena employers in their selection of employees were investigated for the light which might be thrown on the training and placement process.

In addition, the placement activities which

have been carried on in individual departments of the Junior College were studied and the place which they might well take in a better integrated system evaluated. Then, in order to give as broad a view as possible of the range of practices, several of the more prominent institutions of the country which have developed other types of placement systems have been given general presentation.

Follow-up

Only in the briefest manner may the findings of the follow-up portion of the study be indicated here. The study of the techniques and methods constituted the main goal. The report therefore includes a discussion of the possible purposes of junior college follow-up projects, the primary purposes of the Pasadena follow-up studies, and an overview of the specific studies carried out. A comprehensive battery of forms was prepared and carried through. The study sets forth the type of respondents desired, number of contacts made, usable returns received, and the variety of techniques used in each case. It is thus possible for the reader to judge as to the type of techniques most effective. Follow-up results in selected schools in other areas are also presented.

Other elements which should be of value to schools planning follow-up studies are included. Principles and practices of importance in the administration of follow-up projects derived from experiences in the field are given in rather detailed form. Suggestions as to values which may be gained from specific questions in an interview, and techniques in interviewing are presented as suggestive of points to be remembered and practiced.

Continuation Training

It was judged that the possibilities, limitations and other general characteristics of

programs of continuation training could best be set forth by using the local system as a case study. This was done, with the basic purposes and characteristics of the California Plan for Trade and Industrial Education, under which the local system has been developed, forming the framework of the discussion. The types of training which may be offered are specifically set forth by the State, as well as the supervision, financial appurtenances, records required, and other features of the program. These programs vary according to the needs of the community, and since they depend upon the conditions of the times, considerable fluctuations are found in the pattern of offerings and the enrollments in classes. This is clearly set forth in the experience of Pasadena, with the highlights of the war training program being the focal development of the past few years.

Some information of value relative to training needs was gathered through the follow-up studies which were a part of the general study. Also, because of the recurrent necessity of adjusting the offerings, certain suggested procedures relating to expanding and operating courses of this type are included in the report.

The appendices include numerous forms which were used in the study, and which other institutions may find of value in programs of their own.

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EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

COGNIZANT of the fact that training programs in citizenship must receive the support and leadership of social scientists, the National Foundation for Education in American Citizenship has cooperated with the American Political Science Association in a preliminary survey of present and postwar employment opportunities in the field of political science. Because of wartime uncertainties among prospective employers, it has been necessary to restrict conclusions to the area of college and university departments.

An optimistic political science profession faces the future with a few positions already opening and with the prospect of great demand for trained men, especially in the fields of American government and politics, public administration, state and local government, municipal government, comparative government, international law and relations, and government and business. The Ph.D. degree is still an almost indispensable key for entry into college teaching, but the political scientist will be wise in preparing himself in cognate fields, particularly in economics, history, and geography. Teaching experience is of great advantage in applying for a college or university position, but appointing authorities are almost invariably willing to give consideration to trained but inexperienced applicants for places of junior rank. The prospect for college teaching positions open to women is limited. For the most part, salaries in prospective positions are not high; but tenure for men of competence and good personality is reasonably secure.

Such conclusions flow from responses to questionnaires sent to colleges and universi-

ties, with replies representing 88 schools or separate departments in 37 states. Eleven departments report that they are in immediate need of teaching or research personnel trained in political science. Twelve current openings are specifically reported, and all such responses indicate a preference for men. Sixty departments reply that they anticipate staff additions in the postwar period, and reasons assigned are almost evenly divided between "replacement" and "expansion." At least 109 postwar appointments are expected, with preferences expressed for 98 men and 2 women. Twenty-five departments anticipate no present or postwar additions to staff.

Fifty-five departments responded with salary estimates, as follows: 47% below \$2500; 71% below \$3000; 89% below \$4000. Only six schools reported prospective positions paying above \$4000. In replies regarding tenure, 48% gave promise of service during mutual satisfaction; 33%, annual or fixed-term contracts; 19% permanent or eventually permanent status.

Of 64 responses regarding degrees expected of appointees, 53 stated that a Ph.D. would be required; 10 expressed willingness to accept the master's degree; and only one (for a research position) indicated that a degree would not be necessary. A majority of schools responding to an inquiry about teaching experience expressed a preference for two or three years of such experience. However, 94% of schools replying to a specific question whether competently trained but inexperienced personnel would be employed, answered in the affirmative.

BOOK REVIEW

"The Return of Opportunity," Edited by William R. Kuhns; 309 pages; Harper & Brothers, Publishers. \$3.00.

This book is a 1944 answer to the question: What vocational opportunities will there be in the business world after the war? Although the editor makes no claim to have surveyed the entire field of business opportunities, he has covered so large a sector of the frontier as to give the reader a decidedly satisfying answer to his question. Furthermore, Mr. Kuhns has succeeded in his attempt to present his material in a compact form. The entire work comprises only 309 pages, including the table of contents, an alphabetical guide and a short biographical sketch of each contributor, with clear and concise statements of the opportunities offered. This arrangement results in a handy book of reference for everyday use.

Mr. Kuhns, editor of *Banking*, the Journal of the American Bankers' Association, decided that the people best qualified to give information about post-war vocational opportunities would be those who had already achieved success in the business world. The result of his quest is a compilation of the opinions of one hundred-fifty distinguished specialists now active in business and professional life. The writers of these opinions are realists—men and women who have seen the evolution of business during a period of extensive and fast-moving changes. They are eminently qualified to discern relationships of cause and effect and to visualize future developments as logical sequences of progress already made in their respective fields. These people are not Pollyanna optimists. They are practical and experienced organizers and directors of large-scale operations, and they are constantly in contact with the trends and the problems of modern business.

The Return of Opportunity is more than an enumeration of the vocational opportunities that will be offered to our service men and women when they return from the war. It presents the demands of the nation for the services of people whose aptitudes and training for specific tasks will enable them to take their proper place in a vast organization for post-war progress. This does not indicate adherence to a plan for a narrow vocational life. Repeatedly the writers stress the desirability of education for living, as well as for working.

An interesting sidelight on the universality of the appeal which this book will make lies in the many-faceted personalities revealed through the writings of the contributors. Despite the similarity of approach and the intentional pursuit of the same general outline, each writer reveals qualities which undoubtedly have served to promote him to his present position of responsibility.

The single thread which binds the various opinions into a unified work is a realistic optimism supported by facts and convincing logic. In no case does the reader face the unreasoning defeatism which characterizes too much of present-day thinking. One feels that the writers have profited greatly in spiritual values from having struggled through the depression years, and that their opinions are worthy of respect. Consequently, as a mental tonic, this little volume is deserving of a place in any library.

The Return of Opportunity is a book which will intrigue all readers who have reasons for giving thought to new products, new processes, and the improvement of many products already in common use. Whoever is interested in men or machines, in production or marketing, in research or service, will find here the answers to many questions and the motivation for increased endeavor.

Perhaps the most enthusiastic users of this book will be found among those who are engaged in personnel work. Teachers, counselors, and placement officers in secondary schools, colleges and universities will be able to work more effectively by becoming acquainted with the ideas expressed in the clear, concise and forceful language employed by the writers of the articles in this compilation of facts and opinions. For the young and inexperienced worker, the boy or the girl who needs help in finding a place in which to work and to develop his abilities, this book will prove to be a real friend.

Whatever changes in our economic organization may be made as we emerge from the present world conflict, it is certain that human wants will continue to challenge the minds and the abilities of those who produce and market the goods and services to gratify those wants. Because it is founded on this basic truth, *The Return of Opportunity* will have permanence as "A Guide to Postwar Frontiers."

STACEY B. IRISH,

Placement Officer, Evanston Township High School, Evanston, Illinois.

"Teachers for Our Times," a Statement of Purposes by the Commission on Teacher Education of the American Council on Education; 200 pages. \$2.00.

As a whole, this report is very well written, easy to read, thought provoking and stimulating.

The commission considers "The American Teacher" as to extent, sex, age, type, background, personal qualities and the social significance of the profession. In this first section, the development of institutions which prepare teachers is considered and the tendency to a more flexible, realistic, cooperative training of the prospective teacher is indicated.

The second section, "Our Country, Our People,"

deals with American faith in freedom and popular government, our respect for personality and the use of reasoning in our democracy. A plan for an "affirmative" rather than a "negative" state is required, with an emphasis on cooperative, regional planning. The T. V. A. system of regional planning is cited as an illustration.

In part three "Our Children, Our Schools," the varying backgrounds, social, emotional, native, cultural, etc., are discussed and the need for the recognition of human relations, as well as the development of personality is emphasized. The Commission feels that individual differences must be provided for as well as training in group living and group dynamics. It also urges that the school work more closely with the home and the community.

Part four, "Teachers for Our Times," emphasizes the importance of the right kind of people in this strategic profession. Suitable superior students must be encouraged to enter it through guidance in the secondary schools and by recommendations of teachers now in service. Basic guide lines are then suggested as to the development of teachers for our times, among which are education of the public to the qualities necessary in teachers for today, training for the needs of different parts of the country, developing the personality of the individual, training for respect for the opinions of others, community mindedness, rational behavior, skill in cooperation, self respect, increased knowledge, training in mediating knowledge, a feeling of friendliness with children and an understanding of them on the part of the teacher. Also the teacher must be cooperative, a good citizen in the school, have the power to evaluate and finally have an innate faith in the worth of teaching. Teachers are urged to be "eager to learn from others, to benefit from friendly suggestion; but they should be guided finally by their own insights and their own convictions."

In conclusion I quote "We live in a revolutionary period of history. All values, all our ways of existence, are being challenged. Upon the choices we and our children make a fateful future hangs." "We must be clear as to our basic values and the social facts of our times. Then we must obtain schools where children learn these values and to do this teachers must be produced to teach in such schools."

I can highly recommend this as one of the *must* books for every teacher, prospective teacher, layman or any person interested in the future of young people and in their instruction.

I. W. FOLTZ,

Director, Secondary Education, State Teachers College, East Stroudsburg, Pa.

"Balanced Personality," by F. Alexander Magoun; 296 pages; Harper & Brothers. \$3.00.

This book gives a very good explanation of why

people behave as they do. It is built around the conflict between Desire and Conscience which are thought of as moving like a seesaw "up and down in the plane of action and restraint while Wisdom stands in the middle over the point of support and moves from side to side in a plane of decision." The effectiveness of each of these in determining the personality of the individual depends upon heredity, environment, and time, that is, "heredity in a series of environments during certain periods of time."

Man is born with certain fundamental desires. These are divided into two groups, physical and psychological. Physically every human being desires food, water, air, and sleep. The psychological desires are for security, self-expression, new experiences, and recognition. In other words desires originate in one's stomach, lungs, and nervous system. Conscience, on the other hand, is what one has been taught to be right or wrong. Desire and Conscience with their "I want" and "I must not" or their "I don't want" and "I must" frequently clash with each other. If Wisdom is strong enough to assert herself she may persuade Desire and Conscience to adjust their differences, work together in harmony and produce a balanced personality.

The book is full of illustrations and anecdotes showing the effect on the personality of an individual when Wisdom is weak and Desire and Conscience strong, either equally so or with one dominating the other. The strategies used by Desire and Conscience in attempting to have their own ways are very similar. Either one, if uncontrolled, will lead to a personality breakdown.

Desire and Conscience are not all bad. Each has much to contribute to the welfare and happiness of an individual. For them to make this contribution they must be controlled by Wisdom. How is Wisdom acquired? Every normal person is born with the ability to observe, compare and remember. Through experience and guidance this ability can be developed. In early childhood Desire is the ruler of the personality. As the child grows Conscience develops rapidly and Wisdom may or may not grow according to the opportunities offered. If Wisdom grows and Desire and Conscience look to it for guidance a well regulated life follows. If there is an undeveloped Wisdom or no Wisdom at all disaster follows. There is a feeling of frustration—man fights against himself—the life of the individual is wrecked.

To change the personality after the relationship between Desire, Conscience, and Wisdom has been set is very difficult. Mr. Magoun outlines the path to follow but warns that it is not an easy path. It is usually necessary to call in outside help such as that of a psychoanalyst. "When the old Greek, Thales, said 'Know thyself,' he was talking about one of the most disturbingly difficult things a man can do."

In the last chapter the author turns from the behavior of the individual to the behavior of a crowd.

In a group of people the individual Desire and single Conscience become many Desires and many Consciences. If leadership in the form of Wisdom is lacking undesirable mob action results. Mr. Magoun applies this to the relationship between capital and labor in business and offers some good suggestions which if followed would help us to avoid many of our present labor troubles.

This is an interesting book. Although there is much repetition and an over abundance of anecdotes there are many worth while ideas that should help in the work of anyone who has to do with the guidance of young people. It is a good book to read.

BESS PATTON,
Chairman of Guidance, Girls' High School,
Atlanta, Georgia.



THE YALE PROGRAM OF STUDIES FOR RETURNING SERVICE MEN

With few exceptions those of us who, as student or as faculty, participated in the readjustment of the colleges to normal life after the last war, have carried a sense of deep dissatisfaction. Little effort was made to take account of the war experience of the returning service man or of his lack of academic experience. We attempted to carry on as usual, mixing underclassmen with older boys returning from overseas and from the camps, applying traditional criteria of scholastic quality and generally disregarding the special needs of the individual. The war was a short one and the number of men who suffered in the educational sense, compared to those who will return at the end of the present war, was not large. If it had been longer the results would have been disastrous. This time we must be prepared to meet the problem adequately.

We plan at Yale to set up a special Program of Studies for the returning service men. These men will be of varying age and experience. A large group will have undergone a relatively long term of active service, men coming back from all parts of the world. Others will have been but a short time in the army or navy and may return directly from the training camp. In varying degrees they will have been matured beyond their years. They will be eager for the benefits of a collegiate education, but they will not have been prepared for it in the traditional sense. They will be anxious to complete their studies as rapidly as possible. They will constitute the great mass of our upper-class students.

Obviously the traditional curriculum will not suit their needs. We plan a special administrative organization that will provide elasticity of curriculum according to the demands of the individual, a tailor-made course of study for each. We expect the student to cover his course, in each field selected, with zeal and speed. He will be given the services of a faculty member who will serve as personal guide and help him, in individual conference or in seminar, to correlate his knowledge.

Administrative control of the program will be in the hands of a Director, responsible to the President and freed from the conventional peace-time regulations of the faculty. He should be one who understands the service men—if possible one who has been in active service in both this war and the last. There will be at his disposal a special faculty, largely made up of men who themselves have been in active service. In helping the student to proceed rapidly with his studies more stress will be laid upon his capacity and his personal experience than upon formal academic "credits."

Yale does not plan to "segregate" the returning student or to treat him as a rare avis. Indeed, except for the regular entering freshmen, for the three years following the general close of hostilities he will represent the great mass of our students. He will be given first choice of living quarters in the upper-class colleges, and like the pre-war students will have the companionship of the Master and Fellows of the College. The Yale College system, indeed, with its special facilities for contact between student and faculty, forms a vital aspect of the program.

President Charles Seymour

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